

---

# **REPORT ON SUSTAINABILITY**

## **The UB's Commitment to the Sustainable Development Goals**

---

**2019—  
2020**

**Rector**

Joan Guàrdia Olmos

**President of the Board of Trustees**

Joan Corominas Guerín

**Editorial Board**

Vice-rectorate for Equality and Gender

**Written by**

Office for Internal Control, Risks and Corporate Social Responsibility

**Published by**

Edicions de la Universitat de Barcelona

© Universitat de Barcelona

**ISSN**

2692-5380

**UB Digital Repository**

<http://hdl.handle.net/2445/180642>

This document is under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 Unported License. To see a copy of this license click here:

<http://creativecommons.org/licenses/by-nc-nd/3.0/legalcode>.



---

# Table of contents

List of abbreviations	5
Foreword from the Rector and the President of the Board of Trustees	7
Our commitment to sustainable development	10
<hr/>	
<b>The University of Barcelona and its governance</b>	
<b>Profile</b>	
Services rendered, knowledge areas and type of students	14
Size of the UB	16
Significant changes	18
<b>Strategy</b>	
Precaution, impacts, opportunities and risks	20
Structures and strategy for sustainable development	22
<b>Governance, ethics and integrity</b>	
Values and advisory mechanisms	25
Governance structure and composition of the governing bodies	28
<b>Stakeholder inclusiveness</b>	
Stakeholder groups and their involvement at the UB and in the creation of this report	31
<b>Management approach</b>	
UB Strategic Plan and its assessment	33
<hr/>	
<b>Teaching and research</b>	
Information on teaching	36
Information on research	40
Scientific dissemination and impact in the media and social networks	50
How the UB compares to other universities	53
Social responsibility and sustainable development in teaching and research activity	54
Internationalization	59
<hr/>	
<b>Commitment to society</b>	
<b>Responsibility to staff</b>	
Our staff	71
New hires, staff turnover, retirements and voluntary redundancies	78
Working conditions, remuneration and workplace management tools	82

---

Training	90
Promotion of healthy behaviours and habits	96
Diversity	104
<b>Responsibility to students</b>	
Cost of studies and grants	109
Students with special educational needs	111
Equality	118
Ombuds Office	121
<b>Responsibility to the environment</b>	
University impact on local environment	125
The University as an opinion and debate-generating space	128
Solidarity	130
Culture	137
Volunteering	140
Alumni	142
University of Experience	144
Suppliers	146
<b>Commitment to the environment</b>	
Key environmental actions taken by OSSMA	150
Monitoring indicators of environmental impact	155
<b>Economics</b>	
Bodies included in the consolidated financial statements	159
Monetary flows	160
Direct and indirect economic impact	161
<b>Content of the <i>Report on Sustainability 2019-2020</i></b>	
References and process for determining the content of this report	163
List of adapted GRI standards in the <i>Report on Sustainability 2019-2020</i>	166
List of Sustainable Development Goals	178
List of contributions to the UB's Agenda 2030	179



---

# List of abbreviations

ApS	service-learning projects
AQU	Catalan University Quality Assurance Agency
CCiTUB	UB Science and Technology Centres
CRAI	UB Learning and Research Resources Centre
CRUE	Conference of Spanish University Rectors
EUB	UB Statutes
EIM	UB School of Modern Languages
FBG	Bosch i Gimpera Foundation
FTE	Full-time equivalent
GC	Government of Catalonia
GRI	Global Reporting Initiative (institution that developed the first guide for sustainability reports)
ICT	information and communication technologies
IDP-ICE	Institute for Professional Development of the University of Barcelona
IL3	Institute for Lifelong Learning
MECD	Spanish Ministry of Education, Culture and Sport
MICINN	Spanish Ministry of Science, Innovation and Universities
NGO	non-governmental organization
NPI	private not-for-profit institution
OCI	UB Office for Internal Control, Risks and Corporate Social Responsibility
OMPI	UB International Mobility and Programmes Office
OSSMA	UB Office for Health, Safety and Environmental Issues
PAS	administrative and service staff
PCB	Barcelona Science Park Foundation

PDI	teaching and research staff
R&D&I	research, development and innovation
REUS	Spanish Network of Healthy Universities
RRI	responsible research and innovation
SAE	UB Student Support Service
SD	sustainable development
SDGs	Sustainable Development Goals
TFG	bachelor's degree thesis
TFM	master's degree thesis
UB	University of Barcelona
UPF	Pompeu Fabra University

---

# Foreword from the Rector and the President of the Board of Trustees

Back to  
p. 23

The word *sustainability*, like most of the terms used in knowledge-generating environments such as our universities, is rich in nuances and constantly changing. While it may not have a single, unambiguous definition, however, that does not mean sustainability is a relative notion. Rather, sustainability is something that we have to build, adapting and improving in response to changes and new needs that arise in our environment. This twelfth *Report on Sustainability*, which has been prepared by the UB's Office of Internal Control, Risks and Corporate Social Responsibility, is a reflection of the efforts that the UB has made, is making and must continue to make in order to adapt to such transformations and remain firm in pursuit of our highest goal: to be a sustainable institution. This is not only our deepest conviction, but also a profound necessity: too much is at stake for us not to achieve our aim.

While sustainability is not the UB's only hallmark, we have an obligation as the generation of today to achieve our individual and collective goals without endangering the generations of the future. This is the guiding theme of the governing team that I lead. It is why we present this report and it is our commitment throughout the remainder of our term in office. Our priority is that the UB will be a leader in society as a whole and within our community in particular, working hard to safeguard a future of opportunities and well-being for all.

Just as we need to ensure that universities are institutions of development, we must be mindful of the long term and ensure that our development is sustainable. In keeping with this intention, the present report seeks to outline the present state and evolution of sustainability at the UB, identify our priorities and critical issues, and contribute to laying out a roadmap for the institution in this area. Ultimately, the report provides the data, information and knowledge necessary to know where we came from, where we are, and where we need to go in order to remain faithful to our commitment to sustainability.

This is the standpoint from which we have prepared the UB's Agenda 2030, which sets out our key commitments to the Sustainable Development Goals (SDGs). The present report carries

on the initiative, which was instigated a year ago, to identify the UB's contributions to the SDGs. However, we have also added a new feature: our contributions to the UB's Agenda 2030.

Lastly, we cannot forget to mention the extraordinary situation caused by Covid-19 and the UB's hard work to adapt to the resulting circumstances in order to safeguard the physical and emotional well-being of every member of our community, to help meet the challenge posed to society by the pandemic, and to align ourselves to models of caregiving and work-life balance that effectively ensure equality between men and women. This has been an enormous undertaking that must be pursued in every area and by every individual in the institution: by teaching and research staff, in order to push forward our theoretical and practical knowledge through pluridisciplinary research projects and to combat global problems like the climate emergency; by administrative and service staff, in order to lead the sustainable management of the institution comprehensively (in environmental, human and economic terms) through their example and their expertise; and by students, who contribute decisively to putting sustainability at the centre of university life through their commitment and leadership in today's transformations.

The millennium development goals, which were set by the United Nations in 2000, held up a mirror and showed us clearly that changes were needed if we wished to secure a brighter future. The SDGs, which received approval in 2015, go even further. They set out a roadmap that requires the commitment of each and every one of us. It is a roadmap that calls on universities to take up their role as change leaders.

This report serves as a strategic touchstone for our institution as we move in that direction. After all, we can only build a university of the future if universities work here and now to safeguard that future.

JOAN GUÀRDIA OLMOS,  
Rector of the UB

In the academic year 2019-2020, we have lived through an unprecedented global health crisis that has had an extraordinary impact on all our lives and on every activity of our society, and has also come with unanticipated costs that mark a clear before and after in our recent history.

The pandemic has revealed the shortcomings and mistakes that we have made in our development priorities and it has made us aware of our vulnerability and weakness. However, it has also made clear the value of science and technology in the fight against adversity as the extraordinary response of the entire scientific community lifts us out of crisis. As higher education institutions, it now falls upon us to make proposals to rebuild our societies on the foundations of knowledge and make them more robust and resilient.

We must learn the lessons of the pandemic in order to emerge stronger as a society.

The crisis is global and we in the developed world will be the first to emerge successfully. Perhaps for the first time, however, we are also mindful that the pandemic has no solution unless we all work together. Our realization of this fact raises development cooperation into a new,

inescapable linchpin in our efforts, and it shines a spotlight on the need for all countries and institutions to undertake a commitment to Agenda 2030.

Against this backdrop, the University of Barcelona presents the *Report on Sustainability 2019-2020*, which gives an account of our commitment to the SDGs and provides detailed, structured information on our goals and achievements. The report clearly lays out the UB's social dimension, that is, our commitment and social responsibility to improve living conditions and enhance social cohesion and inclusion, both in our immediate surroundings and in the rest of the world.

Thanks to the commitment of the entire university community, the UB has demonstrated an extraordinary responsiveness: our teaching staff have adapted rapidly to the new scenario and, at the same time, collaborated with healthcare authorities, contributed all their expertise to the fight against Covid-19, and helped to safeguard our health nationally and worldwide. And they have done all of this without taking their eye off our three primary missions: education, research and transfer. From the entire process of change, we have also learned a host of lessons, such as the incorporation of new methods and resources into the job of teaching, which will enable us to improve as an institution.

As we do each academic year, but especially this year, the Board of Trustees would once again like to thank the entire university community for their extraordinary diligence and hard work and express our wholehearted support and assistance to carry on with socially responsible teaching and research.

JOAN COROMINAS GUERIN,  
President of the Board of Trustees

---

# Our commitment to sustainable development

## Targets G1 and G3 of the UB's Agenda 2030

This section's account of the UB's commitment to sustainable development falls within Target **G1** (stating the institutional commitment to contribute to the achievement of the SDGs), while the account of the UB's actions in 2020 as part of Agenda 2030, which is noted in the last paragraph, falls within Target **G3** (communicating and disseminating the implementation, monitoring and results of the action plan of the UB's Agenda 2030).

The UB's commitment to the Sustainable Development Goals, which is one of the hallmarks of our identity, is clearly reflected in the [UB Strategic Plan 2030](#). In this regard, the UB has approved [Agenda 2030 in 2020](#). In the coming years, Agenda 2030 will give a structure to the UB's commitment to the SDGs and help to clearly show the links between our activities and the SDGs.

Agenda 2030 has five key action areas:

- Governance
- Teaching and learning
- Research and technology and knowledge transfer
- Commitment to society
- Commitment to the environment

In each of the five areas, the UB has defined targets for the achievement of the SDGs. Our aim is to advance toward their fulfilment and achieve all of them by 2030.

In accordance with the UB's institutional commitment, the *Report on Sustainability 2019-2020* shows our main actions in relation to the SDGs: the following pages will explicitly identify which of the described actions have a clear and direct impact on the SDGs. In the case of actions, activities and units that are described in the report's many sections, their link with the SDGs will be made explicit only once (typically where they first appear or in the section where they are described in detail). At the end of the Report on Sustainability, a table lays out the specific SDGs and targets to which the UB considers that it has contributed, including a reference to the page or pages where the link can be found.

As an important new feature this year, we will also include actions that respond to the goals set out in the UB's Agenda 2030: a table at the end of the report will clearly show the contributions made in each case.

---

# **THE UNIVERSITY OF BARCELONA AND ITS GOVERNANCE**

---





# Profile

---

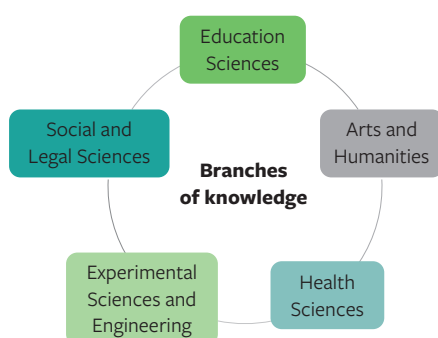
# Services rendered, knowledge areas and type of students

## SERVICES RENDERED

Historically, the most important functions of the UB and public universities around the world have been teaching, research and knowledge transfer. Now it is also increasingly necessary to give greater consideration to the well-being of the university community and of society as a whole. Universities need to understand their social and environmental setting and take action to adapt to the changing needs of the society to which they belong. This report goes beyond a description of the most traditional functions of the University of Barcelona in order to place special emphasis on its social and environmental impact. For more information on the UB's social and environmental impact, you can consult the sections entitled [Commitment to society](#) and [Commitment to the environment](#).

## BRANCHES OF KNOWLEDGE

The UB's academic offering and research activities encompass the main branches of knowledge:



Source: OCI



## TYPE OF STUDENTS

As a Catalan public university, the UB seeks above all to provide higher education to any young person in Catalonia or elsewhere in Spain who, regardless of their socioeconomic status, wishes to pursue university studies. However, the UB is also very active in seeking to attract international students to attend the master's degrees, postgraduate studies and doctoral programmes on offer.

### Contribution to SDGs 4, 5 and 10

The system of access to the Catalan public university system...



**Targets 4.3 and 4.5:** Is regulated to ensure equal access for men and women, and also seeks to reduce gender disparities in higher education.



**Target 5.1:** Seeks to end all inequality between men and women in access to higher education.



**Targets 10.2 and 10.3:** Seeks to promote the social and economic inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, economic or other status. It also seeks to ensure equal opportunity.

# Size of the UB

Back to  
p. 37

The figures in the table below provide an accurate picture of the UB as an organization.

SIZE OF THE UB*	
Teaching and research staff (PDI)	6,505 (3,121 women and 3,384 men)
Administrative and service staff (PAS)	2,387 (1,515 women and 872 men)
Total number of employees	8,892 (4,636 women and 4,256 men)
Bachelor's degree students**	46,205 (41,750 in UB faculties and 4,455 in affiliated centres)
University master's degree students	7,151 (5,337 in UB faculties and 1,814 in affiliated centres)
Students in UB-specific postgraduate studies	9,450
Trainee researchers (doctoral students)	4,582
Total students***	73,637
Graduated students**	8,443 (7,504 in UB faculties, including 33 with UB-specific degrees, and 939 in affiliated centres)
Students who have obtained a university master's degree	3,950 (3,052 in UB faculties and 898 in affiliated centres)
Doctoral theses read	630
Income****	€441,527,564.71
Expenditure****	€423,410,856.17
Bachelor's degrees*****	74 (62 in UB faculties and 12 in affiliated centres), plus 13 dual study pathways
University master's degrees	157 (146 in UB faculties and 11 in affiliated centres)
Postgraduate courses	902



SIZE OF THE UB*	
Doctoral programmes	48
Constructed area	682,107 sq m
Campuses	7
Affiliated centres	9

\* The figures relating to academic aspects reflect the academic year 2019-2020; the figures relating to research are from the calendar year 2019 (while they should relate to 2020, the figures for research always refer to a year earlier than the data from other units because they cannot be sufficiently updated by the time the report is written). The financial and staff figures correspond to 31 December 2020 (the financial figures are provisional).

\*\* The figure for UB faculties includes students of the UB-specific degree in Private Investigation, even though it is not taught at a UB centre.

\*\*\* The figure excludes students enrolled in postgraduate and lifelong learning courses jointly managed by the UB and IL3.

\*\*\*\* The figures are provisional at 19 April 2021.

\*\*\*\*\* Including the UB-specific degree in Private Investigation, even though it is not a bachelor's degree.

Source: OCI based on data from Human Resources, Finance, the [UB Report on the academic year 2019-2020](#) and [statistical data from the report on the academic year 2019-2020](#).

---

# Significant changes

In 2020, the University of Barcelona has undergone significant changes in a number of areas, including facilities, the governing team and its financial structure.

In the area of facilities, the Mundet Campus has formally opened the Espinalb Building, which was given on loan by the provincial government of Barcelona. The Espinalb Building now houses the UB's Psychology Clinic. In addition, the UB has relinquished use of the former factory of Can Jaumandreu, which it had managed since 2014 thanks to a loan from the Barcelona municipal government.

In terms of the governing team, elections for rector took place in December 2020,<sup>1</sup> when a new rector and [governing team](#) were chosen. Led by Dr Joan Guàrdia, the new team took office on 12 January 2021.

As for the UB's financial structure, there has been a significant increase in the relative weight of transfers from the Government of Catalonia in order to offset reductions in the price of tuition and the consequences of Covid-19.

No significant changes have occurred in the UB's employment structure.

---

1. Because of the pandemic, voting in the elections was carried out electronically for the first time.

# Strategy

# Precaution, impacts, opportunities and risks

At present, the UB has no formal mechanism to conduct a detailed analysis of potential impacts on sustainability prior to making decisions. However, several units in the university do incorporate mechanisms of environmental, social and economic precaution in the performance of their duties.

The principle of environmental precaution is a particular concern of OSSMA, which seeks to reduce the environmental impact of the UB's activities. However, other units also play an active role in the effort. Prominent among them is Building Works and Maintenance, which uses materials that are respectful of the environment so that less waste is produced from major renovations now and in the future. Building Works and Maintenance also carries out a variety of activities to identify maintenance problems and anomalies and look for energy-saving alternatives. For example, the monthly consumption of electricity, water and gas is monitored and analysed for all UB buildings. Daily consumption of water is monitored to detect leaks, and the UB encourages the installation of more efficient LED lighting.

Through the Office of the Vice-Rector for Equal Opportunities and Social Action, the UB integrates the concern for social sustainability into its decision-making processes. Various units linked to the Office of the Vice-Rector for Equal Opportunities and Social Action seek to ensure that the UB is an inclusive place where everyone can develop fully and equal opportunities are available to all, including disadvantaged groups.

The UB's concern for economic sustainability needs to be analysed from two perspectives: externally from the perspective of the UB's impacts on the surrounding environment and internally in terms of the UB's need to ensure its own survival as a public institution.

Externally, the UB has a major economic impact because of its size. This impact is the result not only of the number of graduates who pass through its classrooms and depart to meet the



demands of the labour market, but also of the contributions made by its research activity and its ordinary operations, which require a vast amount of goods and services that are supplied largely by local Catalan firms. In the context of the Covid-19 pandemic, the UB has contributed to the economic sustainability of its environment by compensating suppliers through indemnification and introducing certain contractual modifications in the application of current legislation.

Internally, to safeguard its viability and survival as a public institution, the UB must adhere to a series of procedures that cover public accounting and the preparation and approval of an annual budget that draws on the involvement of the competent bodies, which in the case of the UB are multistakeholder bodies.<sup>2</sup> The approved budget is binding. That is, it is necessary to verify the existence of credit for any expenditure, which must be duly demonstrated to be necessary and appropriate. Also, various units have responsibility for oversight and supervision in accordance with their respective authority: the General Manager's Office, the Governing Council, the Board of Trustees and OCI. In the case of OCI, a controller performs the duties of preliminary auditing prior to expenditures.

A university must not only be aware of the impacts of its activity on sustainability, it must also understand the social, economic and environmental reality and adapt its objectives and challenges accordingly, recognising possible opportunities to improve. In this respect, the Covid-19 pandemic has furnished a chance to improve certain processes and demonstrate a capacity for rapid adaptation (for example, adapting internal management processes to a system of teleworking by means of new circuits and practices that improve efficiency and will very likely become firmly established in the UB's operations).

#### Contribution to SDGs 3, 10, 13 and 16



**Targets 3.3 and 3.d** The extraordinary measures taken by the UB to deal with Covid-19 (especially in relation to teleworking) have contributed to the fight to bring the pandemic to an end and strengthened the capacity of the country for risk reduction and the management of national and global health risks.



**Targets 10.2 and 10.3** Various units in the social area that are linked to the Office of the Vice-Rector for Equal Opportunities and Social Action seek to promote the social and economic inclusion of all, irrespective of their characteristics and circumstances, and to ensure equal opportunity and reduce inequality of outcomes.



**Target 13.1** The UB's various environmental policies seek to strengthen resilience and adaptive capacity in the face of climate-related hazards.



**Target 16.6** Incorporating precaution in the area of sustainability, being constantly aware of both the global and local realities, and ensuring the survival of the institution are all policies that contribute to the creation of an effective and responsible university.

2. A multistakeholder governing body has representatives of different stakeholder groups.

---

# Structures and strategy for sustainable development

## STRUCTURES

The UB has a number of structures that are responsible specifically for social responsibility and sustainable development:

- **Office of the Vice-Rector for Equal Opportunities and Social Action:** one of its functions is to oversee the UB's social responsibility.
- **Delegate of the Rector for Sustainable Development:** this person leads the UB's implementation of the SDGs within the institution.
- **OCI:** this office prepares the annual report on sustainability and takes part in other projects and initiatives in the area of social responsibility.
- **Committee for Sustainable Development:** this committee sets the direction that must be followed in the area of sustainability and approves each report on sustainability and any other project or initiative in the area.

In addition, several other units are closely involved in social responsibility or sustainable development:

- UB Solidarity Foundation
- Support and Mediation Office
- Service-learning groups at the UB
- OSSMA
- Ombuds Office
- UB Healthy University



- Equality Unit and equality committees of faculties and schools
- University of Experience

## STRATEGY

The UB's strategy in the area of social responsibility and sustainability is set out across a range of documents:

- throughout the annual *Report on Sustainability*, but especially in the [foreword](#) from the Rector;
- in the Rector's [management report](#), which is submitted to the Senate each year;
- in [the UB Strategic Plan](#), which lays out the long-term direction of the UB for the year 2030 and addresses its commitment to social responsibility and sustainable development in two strategic areas relating to the UB's committed leadership of society and its training of future generations; and
- in the [UB's Agenda 2030](#) on sustainable development, which sets out the framework for actions including the UB's targets to contribute to the achievement of the SDGs.

## Fulfilment of targets for 2020

- The institution has met its target to prepare Agenda 2030, which was approved by the Governing Council in June 2020, and also carried out several actions linked to a number of the goals.

# **Governance, ethics and integrity**

---

# Values and mechanisms

The UB's principles appear in articles [3 and 4 of the Statute of the University of Barcelona](#), which was prepared by the Senate and approved by the Government of Catalonia in 2003. Since the Senate is a multistakeholder governing body, it is accurate to say that the UB's stakeholder groups played a prominent role in the drafting of the UB Statute.

## VALUES

The UB actively espouses values and a culture of responsibility that begin with university autonomy and extend to academic freedom, tolerance and dialogue, diligence and professionalism in the taking of actions, excellence, engagement and debate about university changes and challenges, the search for knowledge, transparency of information and accountability, the efficient use of public resources, and high ethical standards and codes of conduct.

As an example of this commitment, the UB set up the [Ethics Committee](#) in October 2017 to oversee integrity, the use of best practices and the application of ethical standards in all of the institution's activities. In October 2018, the UB approved the [Code of Ethics on Integrity and Best Practices](#). Also in force since 2018 are the UB's [Regulations on Transparency, Access to Public Information, and Good Governance](#), which aim to develop legislation on transparency, access to public information, stakeholder groups, good governance and open governance.

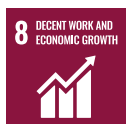
The governing team that won the elections of December 2020 will continue the UB's efforts in recent years to build ethical, competent governance based on agreement, dialogue, transparency and the participation of the university community. Indeed, the team's aim for 2021 is to approve a specific code of conduct for all management and senior management posts in the UB. Further more, in 2021, the Faculty of Law will take part in a pilot sponsored by the Anti-Fraud Office of Catalonia to implement an ethical consultation channel for public-sector employees.



As the [Research](#) section notes, the UB also has specific codes and committees to oversee research and it has the [Bioethics and Law Observatory](#).

#### Contribution to SDGs 8 and 16

The Ethics Committee, the Code of Ethics on Integrity and Best Practices, the Bioethics and Law Observatory, and the UB's various specific codes and committees to oversee research ...



**Target 8.8** Contribute to the fostering of a safe and secure working environment.



**Targets 16.5 and 16.6** Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.

## ETHICAL AND LEGAL ADVISORY MECHANISMS

The UB's external advisory mechanisms are highly limited. Two important examples, however, are the [Ombuds Office of Catalonia](#) and the [Ombuds Office of Barcelona](#).

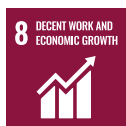
Internally, the UB has a [Support and Mediation Office](#) and its own [Ombuds Office](#), which are the main places to address grievances and raise questions about unethical or illegal conduct or interpersonal conflict.

The UB also has [research committees](#) that respond to ethical issues linked to research activity.

Lastly, OCI and departments in the General Manager's Office oversee the handling of any illegal or improper conduct in the accounting, academic or related areas, and Legal Services resolve any legal matters that arise among employees.

### Contribution to SDGs 8 and 16

Legal Services, OCI, the Ombuds Office, the Support and Mediation Office and the departments in the General Manager's Office...



**Target 8.8** Contribute to the protection of labour rights and the promotion of a safe and secure working environment, thanks to their advisory functions and their legal and ethical management.



**Target 16.5 and 16.6** Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.

## Objectives for 2021

- To approve a specific code of conduct for management and senior management posts in the UB.
- To update the Code of Ethics on Integrity and Best Practices in order to include, among other improvements, an ethics mailbox and a disciplinary system.
- To take part through the Faculty of Law in a pilot sponsored by the Anti-Fraud Office of Catalonia to implement an ethical consultation channel for public-sector employees.

---

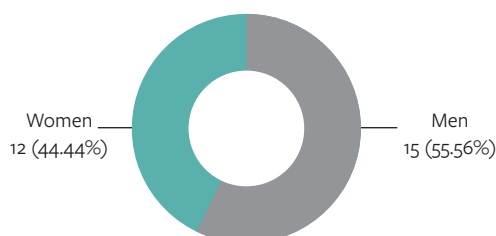
# Governance structure and composition of the governing bodies

The governance structure is defined in the third chapter of the [Statute of the University of Barcelona](#). Below is a summary of the functions of the main governing bodies.

The **Rector** is the highest academic authority of the UB: he or she leads and manages the institution.

The **Executive Council** assists the Rector in the exercise of their duties and powers as the highest authority of the UB. The Executive Council is made up of the rector, the vice-rectors, the general secretary and the general manager. However, the rector can invite any delegates, directors of academic areas, agency directors and anyone else that he or she may deem appropriate to attend the meetings of the Executive Council. In 2020, there were **27** participants in the meetings of the Executive Council. All were PDI: the Rector, 12 vice-rectors, the General Secretary, 12 rector's delegates, the General Manager and the Head of Cabinet at the Rector's Office.

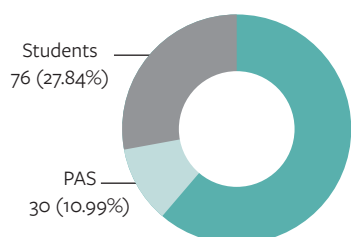
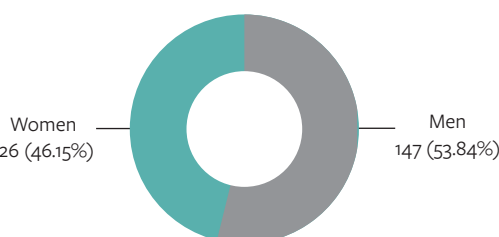
**Membership of Executive Council by gender (2020)**



*Source: General Secretary's Office*

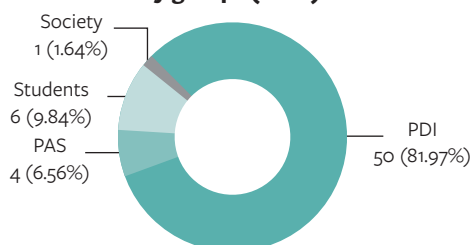
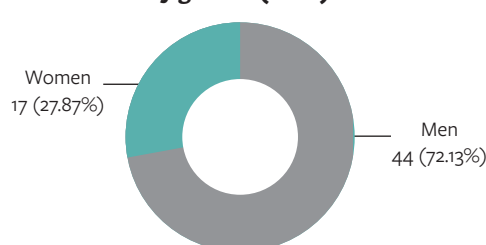
The **University Senate** is the highest-ranking representative body of the university community. The Senate's duties include drafting, modifying and, where necessary, further developing the Statute of the University of Barcelona, overseeing the UB's management positions and governing bodies, defining the general lines of policy and, in extraordinary circumstances, calling elections to appoint a new rector. The stakeholder groups that make up the university community elect delegates to the Senate every four years with the exception of student representatives, who are elected every two years.



**Senate membership by group (2020)****Senate membership by gender (2020)**

Source: General Secretary's Office

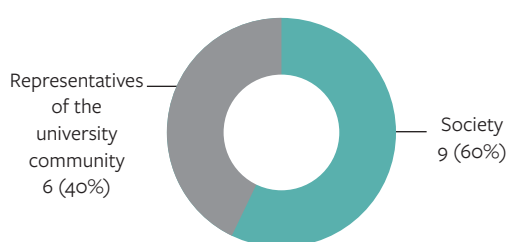
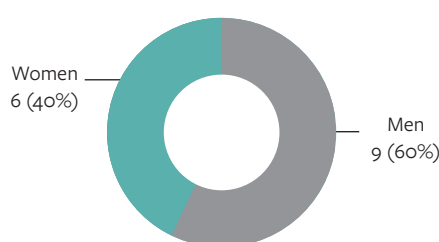
The **Governing Council** is the collegial body for the governance of the University of Barcelona. It establishes policy lines in terms of strategy and programming, as well as the directives and procedures necessary to implement them in the organization of disciplines and teaching staff, research, human and economic resources, and budget preparation. Members are renewed every four years with the exception of student representatives, who are renewed every two years.

**Membership of Governing Council by group\* (2020)****Membership of Governing Council by gender (2020)**

\* Including the Rector, General Secretary and General Manager.

Source: General Secretary's Office

The **Board of Trustees** is the body through which civil society participates in the UB and the UB in turn interacts with civil society. In line with current legislation, the duties of the Board of Trustees include overseeing the institution's economic activities and the performance of its services, as well as promoting societal collaboration in the funding of the UB.

**Membership of Board of Trustees by group (2020)****Membership of Board of Trustees by gender (2020)\***

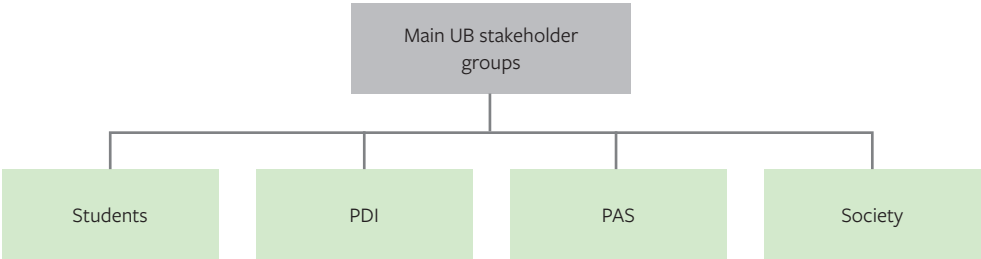
Source: Board of Trustees

\* By law, the Board of Trustees has 15 members. At present, the appointment of representatives of the Government of Catalonia and the Parliament of Catalonia remains pending. However, their absence is offset by the presence of a trade union representative from the UGT and an SME representative from PIMEC. While the latter two representatives do not have voting rights, they attend as guests in accordance with the agreement reached in the creation of the Board of Trustees, which includes inviting representatives from any major trade unions and employer associations that are not present in the body.

The **Office of the General Manager** directs and manages university resources under the guidance of the rector and following the guidelines established by the Governing Council and the Board of Trustees. In 2021, a new post of UB Group General Manager will be created.

# Stakeholder inclusiveness

# Stakeholder groups and their involvement at the UB and in the preparation of this report




Source: OCI

The UB has **4** main stakeholder groups, which take part in the various governing bodies of the institution through their representatives.

The UB also has relationships with many other groups (e.g. suppliers, Barcelona City Council, the Catalan government, the Spanish government, the European Union, businesses, other universities, etc.) that have not been identified formally as stakeholder groups and are not represented on the UB’s governing bodies.

The existence of multistakeholder governing bodies shows the firm commitment of the UB (and the rest of the Catalan public university system, which is also overseen by multistakeholder governing bodies) to interact with its stakeholder groups. This relationship gives a voice and vote to representatives of the UB’s stakeholder groups in the making of decisions and policies.

The stakeholder groups also play an important role in the preparation of each report on sustainability. Their contribution to the present report is described in the section entitled [References and process for determining the content of this report](#).

Contribution to SDG 16	
	<b>Target 16.7</b> The ability of the UB’s stakeholders to have an influence on the University’s decision-making, through their participation in its governing bodies, contributes to the adoption of inclusive, participatory and representative decisions.

# Management approach

---

# UB Strategic Plan and its assessment<sup>3</sup>

Goal G1 of the UB's Agenda 2030
The UB Strategic Plan sets out the institution's commitment to the SDGs and, therefore, falls within Goal <b>G1</b> (stating the institutional commitment to contribute to the achievement of the SDGs).

The UB launched the Strategic Plan during the academic year 2018-2019. While it arose out of the programme of the previous governing team (elections for rector took place in December 2020 and the team is now different), the plan goes beyond the outgoing rector's term because its timescale extends to 2030. As a result, the content must be comprehensive and have a long-term focus. The aim of the UB Strategic Plan is to identify the institution's goals for 2030 and establish what needs to be done to meet them.

The preparation of the UB Strategic Plan was conceived as a highly participatory process, which sought to engage the various actors who make up the university community in order to ensure that the plan was widely shared. The preparation process had five steps, which appear in the figure below.

---

3. The plan provided a helpful structure for the previous rector Joan Elias (who served from late 2016 to late 2020), but it never received final approval. The current governing team, which took office in January 2021, has announced that the plan will not be approved. However, the *Report on Sustainability 2019-2020* reflects the plan's significance during the period in question.



As a starting point, the UB Strategic Plan features **4** key strategic areas, which are broken down into strategic lines and actions. It also has **3** facilitating elements.

The four key strategic areas are:

- *[We will be committed leaders of society](#)*
- *[We will create a global university](#)*
- *[We will advance knowledge](#)*
- *[We will train future generations](#)*

The three facilitating elements are [UB staff](#), [funding](#), and [infrastructure and ICTs](#).

The first and fourth key strategic areas – *We will be committed leaders of society* and *We will train future generations* – contain the strategic lines most closely linked to sustainable development and social responsibility. For instance, strategic lines 1 and 5 of *We will be committed leaders of society* are, respectively, “[To promote social responsibility in all UB activities and to strengthen our commitment to the planet](#)” and “[To train new generations of students so that they will adopt a proactive and entrepreneurial attitude toward the SDGs](#)”.

For information on all the strategic lines and actions for each key strategic area and for more complete information on the UB Strategic Plan as a whole, readers can consult this [webpage](#).

In relation to the UB Strategic Plan, no specific evaluation has been planned. However, the UB conducts regular reviews of its teaching and research. Also, the Catalan University Quality Assurance Agency (AQU) carries out an external evaluation.

---

# TEACHING AND RESEARCH

---



# Information on teaching

## COURSE OFFERING

COURSES OF STUDY BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2019-2020)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degrees**	20	31.75	5	7.94	10	15.87	13	20.63	15	23.81	<b>62</b>
University master's degrees	33	22.60	13	8.90	28	19.18	33	22.60	39	26.71	<b>146</b>

\* This does not include courses offered at the UB's affiliated centres.

\*\* This includes the UB-specific programme in Private Investigation, classified under social and legal sciences.  
The total is **62** instead of **63** (which is the sum of the figures in each area) because the bachelor's degree in Biomedical Sciences is counted twice: in Health Sciences and in Experimental Sciences and Engineering.

Source: OCI based on [statistical data from the report on the academic year 2019-2020](#)



## STUDENTS

NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2019-2020)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degrees**	7,746	18.55	5,902	14.14	9,038	21.65	12,614	30.21	6,450	15.45	<b>41,750</b>
University master's degrees***	1,118	21.21	860	16.32	1,048	19.89	1,266	24.02	978	18.56	<b>5,270</b>
UB-specific degrees****	553	9.71	387	6.79	3,026	53.11	1,467	25.75	265	4.65	<b>5,698</b>

\* This does not include courses offered at the UB's affiliated centres.

\*\* This includes the UB-specific programme in Private Investigation, classified under social and legal sciences.

\*\*\* In the case of interuniversity master's degrees not coordinated by the UB, the figures are not complete, because some students may be enrolled at another university.

\*\*\*\* This number includes all students in UB-specific master's degrees, expert courses, university extension diplomas, specialization/postgraduate diplomas, advanced university courses, and university extension courses that are not run by IDP-ICE, IL3 or any of the UB's affiliated centres. The exclusion of the latter three groups of students puts the total number of students in master's degrees and postgraduate courses at **5,698** instead of **9,450**, which is the figure that appears in the table [Size of the UB](#).

Source: OCI based on [statistical data from the report on the academic year 2019-2020](#)

INCOMING NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2019-2020)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degrees**	2,121	20.68	1,440	14.04	2,021	19.71	3,124	30.46	1,549	15.10	<b>10,255</b>
University master's degrees***	739	20.25	705	19.32	738	20.22	720	19.73	748	20.49	<b>3,650</b>

\* This does not include courses offered at the UB's affiliated centres.

\*\* This includes the UB-specific programme in Private Investigation, classified under social and legal sciences.

\*\*\* In the case of interuniversity master's degrees not coordinated by the UB, the figures are not complete, because some students may be enrolled at another university.

Source: OCI based on [statistical data from the report on the academic year 2019-2020](#)

GRADUATING STUDENTS PER AREA OF KNOWLEDGE (ACADEMIC YEAR 2019-2020)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degrees**	1,284	17.17	1,326	17.67	1,708	22.76	2,024	26.97	1,162	15.49	<b>7,504</b>
University master's degrees***	524	17.17	644	21.10	646	21.17	604	19.79	634	20.77	<b>3,052</b>

\* This does not include courses offered at the UB's affiliated centres.

\*\* This includes the UB-specific programme in Private Investigation, classified under social and legal sciences.

\*\*\* In the case of interuniversity master's degrees not coordinated by the UB, the figures are not complete, because some students may be enrolled at another university.

Source: OCI based on [statistical data from the report on the academic year 2019-2020](#)

## Contribution to SDG 4



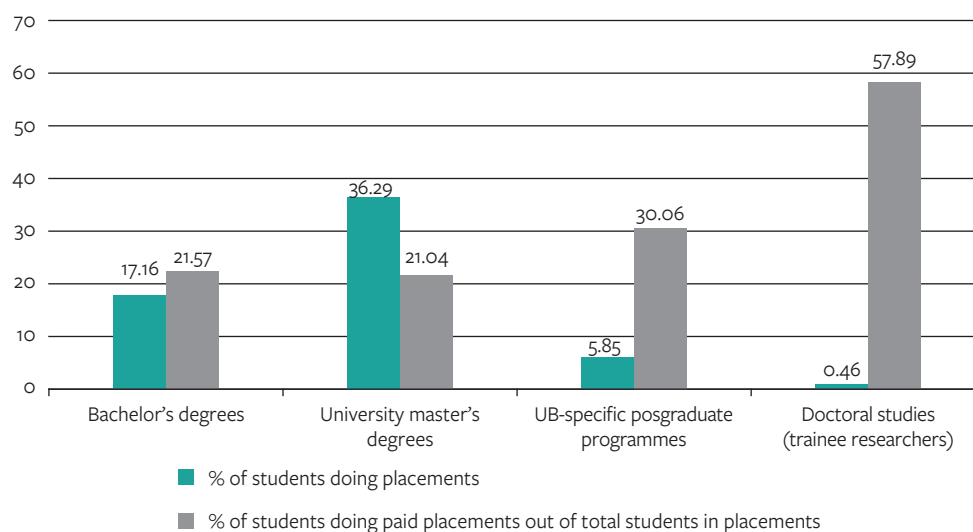
**Targets 4.4 and 4.c** The UB's teaching helps to increase the number of young people and adults who have relevant skills for employment, decent jobs and entrepreneurship. The offer of education in specific knowledge areas contributes to substantially increasing the supply of qualified teachers.

## ACADEMIC PERFORMANCE

PERFORMANCE, EFFICIENCY AND DROP-OUTS	2016-2017	2017-2018	2018-2019	2019-2020
Academic performance rate in bachelor's degrees	84.00	84.20	84.71	88.64
Academic performance rate in university master's degrees	93.70	94.76	95.14	95.27
Rate of withdrawal in year 1 of bachelor's degrees	17.34	17.40	17.10	–
Overall drop-out rate in bachelor's degrees	8.42	8.50	–	–

Source: OCI based on [statistical data from the report on the academic year 2019-2020](#)

## Work placements\*



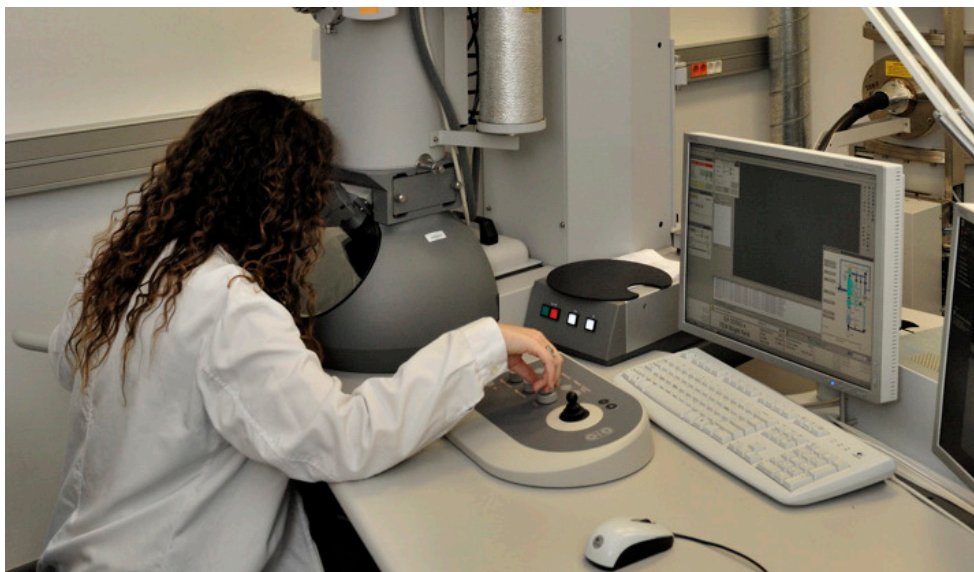
\* This is an estimation based on a sample of **7,725** students in the academic year 2019-2020.

Source: OCI based on data from the Office of the Vice-Rector for Students and Language Policy

## Contribution to SDG 4



**Target 4.4** Work placements help to increase the number of youth who have relevant skills for employment and decent jobs.



## ASSESSMENT OF TEACHING STAFF, SUBJECTS, SERVICES, ACTIVITIES AND FACILITIES

The UB administers surveys to find out the degree of satisfaction, interests and needs of different groups in the university community. In the academic year 2019-2020, the UB has conducted a variety of surveys. New bachelor's degree and master's degree students have been surveyed on their satisfaction and opinions. Current students have been surveyed on the UB's bachelor's and master's degree programmes, and on the UB's services and facilities. Surveys have been administered to new PhD holders, EIM students, students on Gaudir UB courses, University of Experience students and postgraduate students. Lastly, surveys have been administered to teaching staff on the teaching assessment process and on the UB's bachelor's and master's degrees. Many of the surveys and their results are available [online](#).

In addition, [AQU](#), by agreement with the universities in the Catalan university system, conducts a three-yearly survey on labour market outcomes with graduates of bachelor's degrees, master's degree and doctoral programmes. The most recent surveys correspond to 2020:

- [Surveys on labour market outcomes for graduates receiving bachelor's degrees](#)
- [Surveys on labour market outcomes for graduates receiving master's degrees](#)
- [Surveys on labour market outcomes for doctoral students receiving their PhD](#)

AQU also has a [portal](#) with specific data on the labour market outcomes for each bachelor's, master's and doctoral degree.

## UB TEACHING ACTIVITY THAT RAISES ETHICAL CONCERNS AMONG STAKEHOLDER GROUPS

The UB offers no teaching in any area whose nature has raised concerns or unease among stakeholder groups on ethical grounds.

The University of Barcelona is internationally renowned for the quality and innovative nature of its research, making it a leader in Spain.

## RESEARCH STRUCTURES

UB research structure
<ul style="list-style-type: none"><li>• <b>16</b> UB research institutes</li><li>• <b>2</b> UB university research institutes</li><li>• <b>5</b> research centres</li><li>• <b>10</b> observatories</li><li>• <b>3</b> documentation centres</li></ul>
UB coparticipation with other institutions
<ul style="list-style-type: none"><li>• <b>12</b> research institutes</li><li>• <b>2</b> observatories</li><li>• <b>4</b> interuniversity institutes</li></ul>

*Source: Office of the Vice-Rector for Research*

4. The section on research corresponds to 2019, because the information for 2020 was not yet available at the time of data collection. When specific data for 2020 becomes available, the information will be updated.

## INCOME GENERATED THROUGH COMPETITIVE AND NON-COMPETITIVE RESEARCH FUNDING

	2016		2017		2018		2019	
INCOME FROM RESEARCH	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)
<b>Competitive projects</b>	–	<b>81,336,637</b>	–	<b>58,182,151.03</b>	–	<b>94,260,313.33</b>	–	<b>108,253,189.13</b>
Regional government	112	6,413,326.51	118	7,877,005.71	396	11,219,818.94	114	9,694,092.37
National government	347	32,305,584.75	175	10,938,062.52	273	29,771,622.32	353	28,983,897.76
Local government	2	26,257.23	1	6,000	1	6,289.40	4	38,607.38
Foreign government	–	–	3	156,130.23	2	45,403.86	4	53,051.38
Other	10	383,214.53	19	380,824.54	4	221,900.00	25	190,357.52
European Commission	49	14,369,130.86	32	10,545,486.43	45	9,005,040.11	80	16,607,665.67
Private sector: NPIs and business	28	1,045,270.17	28	1,312,195.07	17	979,465.11	42	4,124,583.02
Public sector: NPIs	22	1,178,914.96	21	980,504.26	41	4,389,388.75	6	33,880.42
Funding secured by UB researchers at institutions with UB participation	142	25,614,937.99	257	25,985,942.27	334	38,621,384.84	285	48,527,053.61
<b>Non-competitive projects</b>	–	<b>25,989,068.37</b>	–	<b>30,143,753.76</b>	–	<b>40,187,719.87</b>	–	<b>36,380,919.75</b>
Funding secured by UB researchers at institutions with UB participation	382	9,762,438.48	595	15,501,015.45	805	22,325,315.75	911	21,459,915.63
UB research agreements	–	444,801.98	–	522,063.35	–	758,853.32	–	1,056,098.46
FBG contracts	–	12,532,155.48	–	10,747,516.20	–	13,658,182.20	–	10,944,356.07
CCiTUB services	–	3,249,672.43	–	3,373,158.76	–	3,445,367.60	–	2,920,549.59
<b>Total income from research and technology transfer</b>	–	<b>107,325,705</b>	–	<b>88,325,904.79</b>	–	<b>134,448,032</b>	–	<b>144,634,108.88</b>

Source: Technical Cabinet at the Rector's Office

## RESEARCH ACTIVITY

	2016	2017	2018	2019
Doctoral theses read	1,158	461	599	630
Scientific publications in WoS	5,381	5,714	5,707	6,305
Percentage of PDI engaged in competitive research and transfer out of total PDI (FTE)	58.9%	56.9%	57.4%	58.5%
Trainee predoctoral researchers	584	611	574	575



	2016	2017	2018	2019
Consolidated research groups	303	276	251	249
Active research projects	997	878	877	932
Patent applications	67	75	69	113
Priority patent applications	12	12	16	12
New technology-based spin-offs	4	1	2	2
UB research institutes and centres	20	20	20	20
Research institutes to which the UB contributes	10	12	10	10
Interuniversity institutes	4	4	5	5
Documentation centres	3	3	3	3
Observatories	10	9	10	11
Contracted research doctors	216	191	194	219
PAS supporting research	316	347	285*	283
International patent extensions	14	9	12	12

\* Starting in 2018, this figure refers to specialist PAS who provide research support (previously calculated as a financial allocation).

Source: [UB Report on the academic year 2019-2020](#) and [statistical data from the report on the academic year 2019-2020](#)

Of the **932** active research projects, **40.56%** are in the area of experimental sciences and engineering; **20.49%** in health sciences; **16.52%** in arts and humanities; **15.77%** in social and legal sciences; and **6.65%** in education sciences. As for the number of doctoral theses read, the largest number (**44.44%**) are in health sciences, followed by experimental sciences and engineering (**29.84%**), and arts and humanities (**14.44%**).

## INNOVATION AND TRANSFER OF TECHNOLOGY AND KNOWLEDGE

Back to  
p. 47

Primarily, the UB manages its innovation and transfer activities through the [Bosch i Gimpera Foundation \(FBG\)](#), whose services focus on the following tasks:

- Bringing UB teaching and research staff into contact with society (institutions, organizations, companies and investors) to promote opportunities for innovation, improve competitiveness, and ultimately contribute to the creation of new products and services that enhance people's quality of life.
- Offering UB teaching and research staff the opportunity to develop their own scientific and technological capabilities, implement the results of their research through R&D contracts and licences, and set up knowledge-based companies. FBG also provides the technical support necessary for them to manage their innovation projects.

One highlight of 2020 is the FBG's implementation of the [UB Living Lab](#), a social innovation laboratory whose aim is to offer feedback on challenges related to people's behaviour, offering innovative solutions based on the active involvement of four groups of social agents: companies and institutions, clients and users, university experts, and lawmakers.



In addition, the [Barcelona Science Park \(PCB\)](#) has a mission to promote research, knowledge transfer and innovation in the public and private sectors via smart space, technology and relations management within the PCB community. In 2019, the PCB had **16,848 sq m** of laboratory space and **8,864 sq m** of office space, which are primarily offered to scientific services specially designed to meet the needs of the healthcare sector. At present, the PCB is home to **2,700** professionals working in **114** entities, which include **6** research centres, **14** non-profit organizations, **8** UB groups, units and services, and **86** private companies.

Lastly, the [CCiTUB](#) contribute to the process of knowledge and technology transfer. The CCiTUB constitute one of the most extensive mid-sized science and technology infrastructure facilities in Spain, with highly qualified technical staff and the broadest range of enabling technologies.

Noteworthy efforts in innovation and the transfer of technology and knowledge in 2020<sup>5</sup> include:

- Creating **4** spin-offs, bringing the total number of spin-offs since the start of the UB's business start-up area to **48**
- Signing **347** R&D&I contracts and agreements for a total of **8.2 million euros**
- Signing **21** new licensing contracts and earning **118,092.40 euros** in licensing revenue
- Submitting **47** patent applications

#### Contribution to SDG 16



**Targets 16.6 and 16.7** The FBG, PCB and CCiTUB help the UB to be an effective, responsible and transparent institution and to ensure inclusive, participatory and representative decision-making, thanks to their efforts to conduct transfer and connect research and society.

5. Provisional data.



## TRAINEE RESEARCHERS

The UB has **4,582** trainee researchers and **33%** of them are international.

## PREDOCTORAL AND POSTDOCTORAL GRANTS

PREDOCTORAL GRANTS		POSTDOCTORAL GRANTS	
Research staff training grants (FI) (GC)	110	Teaching and research grants (ADR) (UB)	1
Research staff training grants (FPI) (MICINN)	160	Marie Skłodowska-Curie grants	9
University teaching staff training grants (FPU) (MECD)	124	Juan de la Cierva grants (training)	10
Trainee research staff grants (PREDOC) (UB)	139	Young researchers grants (MICINN)	5
Marie Skłodowska-Curie grants	8	Predocctoral research staff training grants (MICINN)	2
La Caixa grants	10	La Caixa Junior Leader post-doctoral fellowship	3
Project-specific, other calls or no grant	24	Project-specific, other calls or no grant	41
<b>Total</b>	<b>575</b>		<b>71</b>

Source: [UB Report on the academic year 2019-2020](#)

## RESPONSIBLE RESEARCH AND INNOVATION AT THE UB

This section sets out a detailed description of the UB's commitment to responsible research and innovation (RRI).

### Goal R4 of the UB's Agenda 2030

The UB's commitment and all of its actions in the area of RRI contribute to fostering the sustainability of research and knowledge transfer projects.

## Units in charge of RRI at the UB

The UB does not have a specific, transversal unit in charge of coordinating and promoting initiatives that would be part of an RRI policy. However, the UB has a clear commitment to RRI: there are units, research groups and structures that carry out actions aligned to the [6 policy keys for which the European Commission has provided specific normative guidance for the achievement of RRI](#).

The table below identifies the UB units or structures that have competences in the six areas and organize activities related to the duties assigned to them. The table also identifies other actors who are voluntarily engaged in projects related to RRI.



RRI KEY AREA	UB UNITS THAT CARRY OUT ACTIVITIES IN THE AREA
Ethics and research integrity	The Ethics Committee, <a href="#">Bioethics Committee</a> and <a href="#">Animal Experimentation Ethics Committee</a> all act in accordance with the guidelines set by the Office of the Vice-Rector for Research, with guidance from the <a href="#">Research Committee</a> . For more detailed information on these committees, see the <a href="#">Report on Sustainability 2017-2018</a> .
Gender equality	This area is overseen by the <a href="#">Equality Unit</a> .
Governance arrangements	<a href="#">The data protection team in the General Secretary's Office</a> ensures that researchers conduct research in a framework of respect for the rights of people. The team emphasizes the autonomy of the research subject to give informed consent for the collection and disclosure of personal data, and ensures confidentiality and data protection for the duration of research projects.
Open-access policies	Open-access policies are set by the Office of the Vice-Rector for Doctoral Studies and Research Promotion, with guidance from the UB Committee for Open Access. The unit most directly involved in the implementation and monitoring of these policies is the <a href="#">CRAI Research Unit</a> .
Civic engagement	At the UB, there are a small number of research groups who, on their own initiative, work according to models of citizen science in their projects. They are the same groups identified in the <a href="#">Report on Sustainability 2018-2019</a> .
Scientific education	The UB directs much of its effort in scientific education through the Scientific Culture and Innovation Unit (UCC+i) and the programme known as " <a href="#">La UB divulga</a> ", which offers a range of initiatives aimed at specific audiences. Highlights include: <ul style="list-style-type: none"> <li>• The UB Expert Guide, which is a portal to disseminate the work of UB teaching and research staff so that the media can gain access to perspectives that are clearly argued, well-reasoned and objective on a large number of subjects.</li> <li>• The <a href="#">Forces project</a>, which seeks to promote research in secondary schools by opening up UB research groups to students in secondary and upper-secondary education, so that they can pursue research projects under the guidance of their teachers and UB researchers. The Forces project is a good way to promote scientific careers among young people.</li> </ul>

Source: Office of the Vice-Rector for Research

### Contribution to SDGs 8 and 16

The various committees and units that address the issue of ethics and research integrity at the UB, together with the data protection team in the General Secretary's Office...



**Target 8.8** Contribute to the promotion of a safe and secure working environment.



**Targets 16.5, 16.6 and 16.7** Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels. The open-access policies implemented by the UB also contribute to the aim of effectiveness and transparency. Lastly, the research groups who voluntarily work within the framework of civic science models contribute to inclusive, participatory and representative decision-making.

## Institutional activities related to RRI

### Goal D3 of the UB's Agenda 2030

The training of UB staff in sustainable development and the SDGs is achieved through courses in RRI taught by IDP-ICE and the UB Doctoral School.

In this respect, it is important to note the approval, in 2020, of the UB's [Code of Conduct for Research Integrity](#) (which is much more specific than the [Code of Ethics on Integrity and Best Practices](#) that has been in force since 2018) and the [Principles for an Open, Transparent, Merit-based Human Resources Policy](#).

Also important are the courses and training sessions related to RRI that have been organized for teaching and research staff by the IDP-ICE. In 2020, the offering has included training sessions on [research and gender in responsible research and innovation \(RRI\)](#); [how to protect research data](#); and [what to put in the social impact section of research projects](#), as well as a course on [research information management](#).

The UB Doctoral School offers a series of transversal [training activities](#) that seek to give supplementary training to doctoral students in addition to their training as researchers. The activities are organized into training capsules that cover a wide range of subjects, some of which are clearly linked to RRI, such as the ethical aspects of research, the dissemination of research, and open-access publishing. Each capsule is generally **four** hours in length.

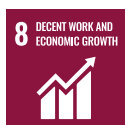
### Contribution to SDGs 4, 8 and 16

The various committees and units that address the issues of ethics and research integrity at the UB along with the data protection team of the General Secretary's Office provide that...



**Target 4.7** The RRI-related training activities offered by IDP-ICE and the Doctoral School contribute to ensuring that doctoral students and teaching staff acquire the knowledge and skills needed to promote sustainable development.

The UB's Code of Conduct for Research Integrity and its principles for an open, transparent, merit-based human resources policy ...



**Target 8.8** Protect labour rights and promote a safe and secure working environment.



**Target 16.5 and 16.6** Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.

## Integrating RRI into research and transfer projects and applying RRI-related criteria in the assessment of internal research calls

No new actions have been taken in 2020. For information on previous actions, see the [Report on Sustainability 2018-2019](#).

## UB research activity that raises ethical concerns

Projects of a biomedical nature or in the life sciences can require animal experimentation. As a result, there have been occasional protests from animal-rights groups. The university has responded promptly on an ad hoc basis to any and all requests for information and has even permitted interested parties to interact directly with the managers of animal facilities.

At all times, the UB seeks to ensure that research groups abide by EU and Spanish regulations on animal experimentation, which establish that animal experimentation centres must, in all protocols that use animals for research, adhere to the principle of the three Rs: replacement, reduction and refinement.

## OTHER DIMENSIONS OF RESEARCH RELATED TO SOCIAL RESPONSIBILITY

### Institutional activities related to social entrepreneurship

Goal R2 of the UB's Agenda 2030
StartUB! and the Social Entrepreneurship Forum promote transfer and entrepreneurship in the context of the SDGs.

Entrepreneurship activities at the UB are coordinated by [FBG](#) (which is [described earlier in the report](#)), the Office of the Vice-Rector for Entrepreneurship, Transfer and Innovation, and StartUB! (which falls under the purview of the latter and was set up specifically to foster entrepreneurship).

StartUB! operates the working space StartUB!Lab, where concrete support and training are given to UB students interested in innovation. The SDGs are one of the main strategic focuses of the space, which offers training on sustainability. From the academic year 2019-2020 onwards, sustainability (in addition to the usual standards of viability and impact) will be a key factor in decisions about which entrepreneurship projects to give StartUB! support. Other relevant activities carried out by StartUB! in the academic year are:

- **2** editions of Business Model Lab, an introductory course on business start-ups, which includes at least one 2-hour session expressly related to the criteria of sustainability and the SDGs (in the two editions, **4** hours were dedicated to the SDGs).
- The incorporation of sustainability as a criteria in the selection of finalists in the [Sprint](#) programme, which helps students to accelerate their entrepreneurship projects (any submitted projects that do not adhere to the principles of sustainability are discarded, while those that involve a greater impact on sustainability receive positive points).

In 2020, StartUB!Lab has given support to a total of **40** projects.

Another highlight is the Social Entrepreneurship Forum, which is organized each year by the Faculty of Economics and Business. (In 2020, the event was held online.) The forum seeks to give increased visibility to entities operating in the third sector and encourage students to seek

employment in the area.<sup>6</sup> It also promotes the Faculty of Economics and Business's co-working space, which has been created for entrepreneurial students to have a venue and the where-withal to pursue their projects and raise the visibility of their efforts.

#### Contribution to SDG 4



**Target 4.4** Activities to promote entrepreneurship at the UB contribute to increasing the number of young people and adults who have relevant skills for entrepreneurship.

## Research projects, published scientific papers, doctoral theses submitted and newly created businesses related to social responsibility and the SDGs

Back to  
p. 54

#### Goals R2 and R4 of the UB's Agenda 2030

Business start-ups with links to the SDGs promote transfer and entrepreneurship in the context of the SDGs (**R2**), while the creation – by the Office of Research Management – of a database to identify projects connected to the SDGs contributes to fostering the sustainability of research and knowledge transfer projects (**R4**).

The UB is now working to define when a research project or doctoral thesis is related to social responsibility or the SDGs. Notable in this respect are the efforts of the Office of Research Management, which receives all draft applications for project funding that UB researchers intend to submit to calls of the Spanish R&D&I plan prior to their submission, so as to be able to input in the database whether a project proposal aligns with one of the SDGs.

Also, **4** spin-offs were created in 2020. [Mind & Identity](#) is a digital platform for psychological assessment, which seeks to find out the perceptions of customers, patients and consumers. [Accure Therapeutics](#) is dedicated to developing innovative medicines to treat diseases of the central nervous system. [Gate2Brain](#) is focused on the delivery of an innovative technology to increase the efficacy of drug therapies for brain disorders, and [Aigecko Technologies](#) is focused on the techniques of artificial intelligence, deep learning, and the computer analysis of images in real time. All four start-ups contribute to SDG 3 (*Health and well-being*).

By contrast, the UB has not yet set a standard to define when a scientific paper is related to social responsibility or the SDGs.

## Institutional actions aimed at the promotion of interdisciplinary research

As set out in the UB Statute, multidisciplinary research is channelled through the UB's **18** research institutes,<sup>7</sup> which, by definition, bring together researchers from different faculties and

<sup>6</sup> Entities operating in the third sector present their projects and attract talent from among the students in the Faculty of Economics and Business.

<sup>7</sup> In 2020, a new one has been created, the Institute of Archaeology, which is an example of interdisciplinarity because it brings together researchers from **7** different faculties.

departments who are then able to address complex issues from a variety of complementary viewpoints.

The Office of the Vice-Rector for Research stays in regular contact with the research institutes' leadership and their management and promotional units in order to foster synergies.

In 2020, the UB has also published new [regulations on the creation and operation of internal research and transfer structures](#), which bring the previous regulations up to date and unify them in a single text.

#### Contribution to SDG 17



**Target 17.16** Institutional actions to promote interdisciplinary research contribute to enhancing the global partnership for sustainable development through the exchange of knowledge and expertise in order to support the achievement of the SDGs.

### Fulfilment of targets for 2020

- The UB has approved the [Code of Conduct for Research Integrity](#).
- In the latest call for research projects under the Spanish R&D&I plan, the Office of Research Management has requested researchers to indicate the SDGs to which their projects are aligned.
- While training on the start-up of sustainable businesses has been given to students with StartUB! entrepreneurial projects who have requested it, the training has not yet been made compulsory for all students who seek access to StartUB! As a consequence, the target has not been met.
- The UB has met the target of involving more entrepreneurs committed to sustainability in the series of talks promoting StartUB! entrepreneurship, given that every entrepreneur invited to take part in the academic year 2019-2020 has spoken on projects that contribute to the SDGs.
- As planned, introductory courses on business start-ups offered by StartUB! (specifically the Business Model Lab course) have incorporated 2-hour sessions on social enterprises, social responsibility and the SDGs.
- The ranking of “Reuters Top 100: Europe’s Most Innovative Universities” has not been updated for 2020. As a result, it is not possible to verify whether the UB has achieved the target of improving its ranking. The UB has not met the target of increasing the number of signed R&D&I contracts and agreements by 5% since 2019 (indeed, the number has fallen by **9.7%**).

### Objective for the academic year 2020-2021

- The overall research objectives set in the [Report on Social Responsibility 2016-2017](#) remain in place.

---

# Scientific dissemination and impact in the media and social networks

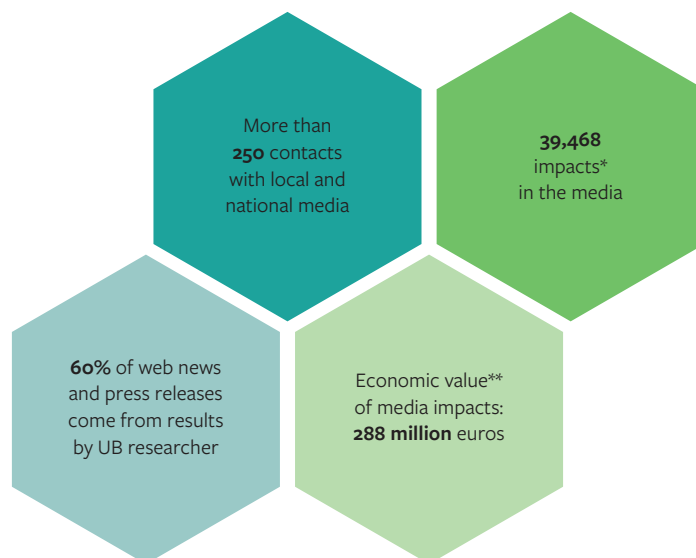
## Goal R1 of the UB's Agenda 2030

The scientific dissemination of research conducted at the UB contributes to identifying, promoting and giving visibility to research on sustainable development and the SDGs carried out at the UB and related centres.

The UB's Communication unit produces **news items, articles and reports**, holds **press conferences** and puts UB researchers in **contact with local, national and international media outlets**. The unit also establishes the inverse process and puts media outlets in touch with UB researchers.

In 2020, roughly **24%** of total impacts in the media have been related to the words *pandemic*, *Covid-19* and *SARS-CoV-2*. The UB continues to meet its responsibilities to all sectors of society at this time of crisis.

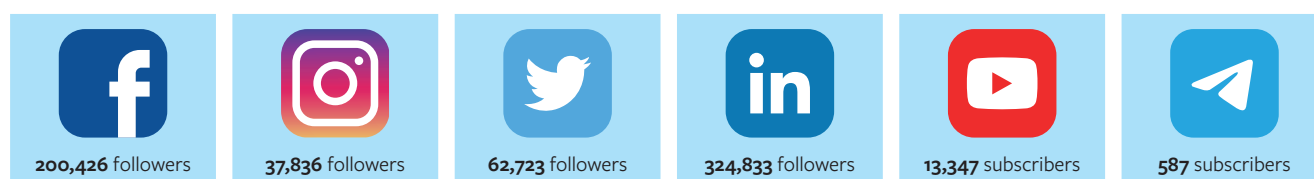
Another example of the communication efforts of UB research staff takes the form of collaborations in [The Conversation](#), one of the foremost international platforms for the dissemination of knowledge. Articles by researchers at every university in Spain are collected on the platform and then disseminated to the media. In 2020, the platform has published **47** articles by UB experts.



\* Impact is defined as any mention of the UB or its staff in external media channels (the UB website is not taken into account).

\*\* The estimated value of media impacts is calculated on the basis of the channel and format in which each impact appears and the corresponding advertising rate of that channel.

## PRESENCE IN SOCIAL MEDIA IN 2020



## DISSEMINATION ACTIVITIES: “LA UB DIVULGA”

Back to  
p. 45

The programme of activities that make up “[La UB Divulga](#)” is another major tool to inform the public about research conducted at the UB. In 2020, the programme has been marked by the need to adapt many activities originally planned for in-person delivery so that they could be delivered online. It has also been necessary to cancel or interrupt other activities. The most important activities are set out below:<sup>8</sup>

- **Camins infinits.** At present, **20** young researchers from **11** faculties take part. In 2020, a total of **16** sessions have been held in secondary schools across Catalonia, drawing more than **650** students. [+ information](#)
- **Toc-toc.** In 2020, **18** researchers have given **27** talks at **18** different organizations as well as **2** online talks, attracting more than **1,300** people in total. [+ information](#)
- **Ciència animada.** The aim of the project is to create a library of audiovisual resources that are scientific in nature. The library is organized into self-contained chapters that explain scientific concepts in a visual, fun manner for young children. At present, **5** chapters are

8. For projects that have already been described in previous editions of the report, a link is provided to their earlier description and the information here is updated solely with figures for 2020.



available, all in Catalan, Spanish and English. The project has attracted **1,915,614** views.  
[+ information](#)

- **Festa de la Ciència.** In 2020, the annual science fair was held online. A total of **19** UB faculties and research institutions have taken part, involving more than **120** researchers. In total, **35** videos have been recorded in **18** different disciplines and they have had **6,611** views.  
[+ information](#)
- **Neuroart Project.** The project encourages children and young people to create artistic representations of the nervous system. In 2020, **19** schools and **1,121** students have taken part.  
[+ information](#)
- **Scientific cafes.** To celebrate European Research Night, UB faculties have organized a total of **12** virtual debates involving **42** experts (**35** from the UB) and followed by **774** people.  
[+ information](#)
- **Actions on UB social networks.** During the pandemic, the UB has devised a new weekly publication strategy that seeks to highlight science close to home, using the hashtag #CiènciaDesDeLaFinestra (in English, #ScienceFromTheWindow). In addition, the UB has undertaken an activity on Instagram to explain the everyday work of research in order to bring it closer to the public.

#### Contribution to SDG 16



**Target 16.6** The UB's various activities to disseminate scientific knowledge contribute to making it an effective, accountable and transparent institution.

### Fulfilment of targets for 2020

- The target has not been met, because the pandemic has necessitated a change in priorities. During the lockdown, however, **43** videos were produced, primarily for social media. In the videos, UB experts talk about the pandemic from a variety of perspectives.



# How the UB compares to other universities

For up-to-date information on the UB's position in the foremost university rankings and a description of the rankings themselves, you can consult the following [webpage](#).

UB POSITION IN THE LEADING UNIVERSITY RANKINGS												
	2017			2018			2019			2020		
	SPAIN	EUROPE	WORLDWIDE	SPAIN	EUROPE	WORLDWIDE	SPAIN	EUROPE	WORLDWIDE	SPAIN	EUROPE	WORLDWIDE
<a href="#">Academic Ranking of World Universities</a>	1-3	83-122	201-300	1	58-80	151-200	1	57-79	151-200	1	55-74	151-200
<a href="#">Best Global Universities</a>	1	24	86	1	35	96	1	37	98	1	30	90
<a href="#">QS World University Rankings</a>	1	66	160	1	64	156	2	71	166	1	76	183
<a href="#">Times Higher Education World University Rankings</a>	3	101-126	201-250	3	101-127	201-250	3	99-126	201-250	3	91-92	198

Source: Office of Strategic Institutional Projects

---

# Social responsibility and sustainable development in teaching and research activity

As organizations providing knowledge and training to our society's leaders of tomorrow, universities play a paramount role in the area of social responsibility. Not only must they manage themselves in accordance with the objectives of sustainable development and promote a positive impact on their environment and among their stakeholder groups, but they must also disseminate social responsibility and sustainability to society as a whole, particularly among future generations.

In this area, there is no new information to report. However, useful information can be found in the [Report on Sustainability 2018-2019](#) and in the section [Research projects, published scientific papers, submitted doctoral theses and newly created businesses related to social responsibility and the SDGs](#).

Below is information on the UB's service-learning projects, which play an increasingly important role in the institution.

## SERVICE-LEARNING PROJECTS

Goals D1, D2, R3 and CS4 of the UB's Agenda 2030
The UB's service-learning projects promote education in sustainable development and the SDGs within bachelor's and master's degree programmes ( <b>D1</b> ); create and implement new, innovative, transversal forms of learning that incorporate the principles of sustainable development ( <b>D2</b> ); build partnerships with other entities to promote research in the SDGs ( <b>R3</b> ); and contribute to the improvement of sectors of society that face economic vulnerability, risk of social exclusion, and poverty ( <b>CS4</b> ).



Service-learning projects offer an approach to teaching and research that integrates service to the community and academic learning in a single project where students learn about the real needs in the environment in order to make improvements. It is, therefore, an ideal methodology to incorporate social responsibility in higher education and exercise the UB's civic commitment toward its surroundings.

### The UB's ApS Group

Since 2013, the UB's working group on service-learning projects (known as the ApS Group) has focused on the dissemination and expansion of service-learning projects at the UB. The working group is completely interdisciplinary in nature. Its members include teaching staff from several faculties and branches of knowledge.

In the academic year 2019-2020, the main activity of the ApS Group has been the transversal project "Sharing Ideas: The University Goes to School", which draws on the participation of teaching staff from several faculties and branches of knowledge. The project, which was instigated in the academic year 2015-2016 as a teaching innovation project, involves students who first work in pairs to prepare lecture/workshops on topics of general interest relating to their studies and then go to secondary schools to share their work. The project incorporates the SDGs, given that each lecture/workshop identifies the SDGs that it addresses and there is also specific training on global citizenship and the SDGs, which is conducted jointly with the UB Solidarity Foundation.

Below is a summary table of the project's impact in the past academic year:

IMPACT OF "SHARING IDEAS" PROJECT			
NUMBER OF WORKSHOP/ LECTURES	NUMBER OF UNIVERSITY STUDENTS	NUMBER OF SECONDARY SCHOOLS	NUMBER OF SECONDARY SCHOOL STUDENTS
30	126	31	3,144

Source: Service-learning groups at the UB

### Service-learning project at the Faculty of Fine Arts

In 2019-2020, 4 bachelor's degree theses (TFGs) in Fine Arts have required a service-learning agreement with 4 different organizations.

In addition, there are service-learning projects that involve more than one undergraduate subject or course, such as a community service initiative on [sustainability and the recovery of](#)

[crafts and trades](#) for the municipal government of Santa Perpètua de Mogoda; a project on [the recovery of physical spaces and the associated historical memory in the largely abandoned village of Santa Eugènia del Congost](#) for the municipal government of Tagamanent; a project at the Enric Monjo Museum in Vilassar de Mar, and an activity at the Can Castells arts centre in Sant Boi de Llobregat. In the latter two cases, the projects have also included art training provided in tandem with exhibition activities pertinent to the specific area of knowledge.

## Service-learning project in the Faculty of Biology

Students in the course Sustainable Development in the bachelor's degree in Environmental Sciences have carried out a total of **13** projects in collaboration with civic and municipal organizations. Also, **4** students in the bachelor's degree in Biomedical Sciences have completed TFGs involving service-learning projects.

## Faculty of Earth Sciences

Service-learning projects have been incorporated in the course External Placements and in the TFGs for the bachelor's degrees in Geology and in Marine Sciences (**2** in each degree). In addition, the faculty has introduced the role of the "service-learning student" in connection with the Forces project, which involves the provision of guidance from UB teaching staff to upper-secondary students on their research projects. The new service-learning students act as go-betweens for upper-secondary students in their first year, providing them additional support along with UB teaching staff. In 2020, **3** students in the faculty have taken part in the effort.

## Faculty of Law: "Right to Law" legal clinic

The legal clinic "[Right to Law](#)" (started in 2006) gives students a chance to put into practice what they learn during their bachelor's degree and to acquire new knowledge, while also becoming engaged in society through the provision of help in defence of the rights of marginalized people and groups. The project brings together the UB, various social organizations and a number of public and professional bodies. Various activities are carried out, such as placements, the preparation of reports and workshops, legal advice, the publication of texts, the organization of workshops and the preparation of research studies. Work on the project revolves around legal clinics on specific topics, such as the environment, immigration, civil rights and human rights. In the academic year 2019-2020, **20** students have completed placements and **18** have submitted TFGs as part of the Right to Rights project.

## Faculty of Economics and Business

The Faculty of Economics and Business has incorporated service-learning in external work placements in social entities and in the courses Introduction to Economics and Introduction to Microeconomics in the bachelor's degree in Business Administration and Management (ADE) and in the dual bachelor's degree in ADE and Law. Service-learning has been reflected in **6** TFGs (**3** in ADE, **1** in Sociology, **1** in International Business and **1** in Economics) and in **1** master's degree thesis (TFM) in Marketing and Market Research. In addition, students in the Social Economy programme of the University of Experience have launched a service-learning effort, giving lecture/workshops to bachelor's degree students in the Faculty of Economics and Business and in the Faculty of Law.

## Faculty of Education

Students in all bachelor's degrees have a chance to experience training and civic engagement that are linked to their studies and valued and recognized with academic credits. To this end, a wide range of options are available for students to choose in accordance with their interests or learning needs.

IMPACT OF SERVICE-LEARNING PROJECTS IN THE FACULTY OF EDUCATION		
PROJECTS	COLLABORATING ORGANIZATIONS	PARTICIPATING STUDENTS
11	13	66

Source: Service-learning groups at the UB

In addition, the teaching staff in a range of subjects in the bachelor's degrees and master's degrees of the Faculty of Education have incorporated service-learning as an element in their teaching methodology. Service-learning activities appear in the bachelor's degrees in Early Childhood Education, Primary Education, Social Education, Education and Social Work, where they may be built into subjects such as placements or the bachelor's degree thesis.

## Faculty of Pharmacy and Food Sciences

Service-learning has been incorporated into 2 TFGs in the dual pathway of Pharmacy and Human Nutrition and Dietetics. Also, 6 students in the master's degree in Medicines, Health and the Healthcare System, who have taken part in the project "Sharing Ideas: The University Goes to School", are joint authors of a presentation given at a national conference.

## Faculty of Mathematics and Computer Science

A total of 5 TFGs with a service-learning component have been completed. A sixth project has studied the viability of doing service-learning in the area of mathematics, analysing how to build collaborations between the bachelor's degree in Mathematics and social entities, using maths as the cornerstone. The aim will be to implement the project's findings in upcoming academic years.

## Faculty of Medicine and Health Sciences




Service-learning projects have been introduced primarily in TFGs, but some second-year and third-year students have taken part in service-learning projects for their optional and compulsory subjects. In all of the projects, students have incorporated the SDGs and reflected on the SDGs and the targets to which their projects contribute. In 2020, students in Podiatry have also joined in a shared project with students in Nursing.

IMPACTS OF SERVICE-LEARNING PROJECTS IN THE SCHOOL OF NURSING		
PROJECTS	COLLABORATING ORGANIZATIONS	PARTICIPATING STUDENTS
12	12	67

Source: Service-learning groups at the UB

## Faculty of Chemistry

Students in 3 bachelor's degrees in the Faculty of Chemistry have undertaken service-learning activities in the context of optional subjects. Also, 2 TFGs involving service-learning have been completed as part of the bachelor's degrees in Chemistry and in Materials Engineering.

Contribution to SDGs 4, 10 and 17	
	<b>Target 4.7</b> Teaching in social responsibility and sustainable development, as well as all service-learning projects, helps to ensure that UB students acquire the knowledge and skills needed to promote sustainable development.
	<b>Target 10.3</b> Several of the described service-learning projects (such as the Right to Rights project) help to ensure equality through the provision of legal advice to marginalized groups.
	<b>Target 17.16</b> The UB's service-learning projects contribute to enhancing the global partnership for sustainable development, because they involve collaboration with other entities.

## Fulfilment of targets for the academic year 2019-2020

- **Overall service-learning target:** the overall target has been met by making progress toward linking the SDGs to service-learning projects. This can be seen in the description of service-learning projects in some of the faculties (for example, the Faculty of Medicine and Health Sciences).
- **Target for the Right to Rights project:** the target of participating in the University of Experience through the offering of an introductory law course has been met.
- **Target for the Faculty of Education:** the impact of service-learning on competence building for students in the faculty has been analysed through a questionnaire completed by participating students. The questionnaire has been helpful in identifying the less well-developed elements of service-learning projects (information searches and management, knowledge of foreign languages, and knowledge of digital technologies).
- **Targets for the Faculty of Economics and Business:** University of Experience students have been included in the faculty's service-learning experiences and there has been increased participation in the "Sharing Ideas" project and the faculty's various long-standing service-learning projects.
- **Target for the Faculty of Information and Audiovisual Media and the Faculty of Medicine and Health Sciences:** a short video on athlete's foot has been shown in a variety of venues.

## Objective for the academic year 2020-2021

- To adapt the various service-learning projects to a distance learning context.

---

# Internationalization

## UB STRATEGY AND POLICY ON THE SUBJECT OF INTERNATIONALIZATION

Globalization has transformed universities. Their geographical scope has frequently been stretched beyond their previous limits by a new reality that makes the social and economic impact of their activities increasingly global. In this respect, the UB approaches globalization as a desire, an intention and a duty. The UB has a mission to contribute to society through the provision of education, learning, research and knowledge transfer at the highest international levels.

[The creation of a global university](#) is one of the UB's **4** key strategic areas for 2030 and has a bearing on the very essence of our institution and activities.

In the area of internationalization, the UB's milestones for 2030 focus on **5** core strategic areas that all contain a series of linked actions (which can be consulted [here](#)):

1. Internationalization of teaching
2. Internationalization of research
3. Acquisition of global competence
4. Internationalization of impact
5. Communication of an inclusive, global UB that seeks permanent, constructive dialogue with the international reality and everything that occurs in the world

## THE EUROPEAN UNIVERSITY: CHARM-EU

### Goals G4 and D2 of the UB's Agenda 2030

Through CHARM-EU, the UB contributes to building and strengthening partnerships at all levels and with all actors necessary to achieve the SDGs (**G4**), and creates and implements new, innovative, transversal forms of learning that incorporate the principles of sustainable development (**D2**).

In December 2017, the European Council adopted an initiative to build networks of European universities to improve the international competitiveness of institutions of higher learning and to strengthen the sense of belonging to a European community.

Building on this impetus, the [CHARM-EU](#) alliance was created in November 2019. Led by the UB, the alliance also involves the participation of Trinity College (Dublin), Utrecht University, the University of Montpellier and Eötvös Loránd University (Budapest). The aim of the alliance is to create a new European university that is built on interdisciplinary foundations and will follow a challenge-based approach for students. The intention is to adapt to the multidisciplinary reality of the twenty-first century and push beyond classic methodology through the provision of a unique, innovative academic offering that revolves around the SDGs. As a result, CHARM-EU is one of the most important initiatives linked to the UB's policy of internationalization.

In the first year of CHARM-EU, the work has focused on key building blocks: a governance and management model, educational principles and curriculum design, innovative teaching strategies, mobility integrated into the curriculum, and inclusiveness. At present, over **100** employees in the **5** member universities are working together on these and other important issues.

The work plan for the first three years of the project (which is co-financed by the European Commission) also includes the design of a university master's degree in Global Challenges for Sustainability, which requires 90 ECTS credits and has already been evaluated by AQU. In the academic year 2021-2022, a pilot of the degree will be run to test the model and make improvements as needed. Subsequently, the model will be expanded to bachelor's degrees, additional university master's degrees, doctoral programmes and lifelong learning programmes.

The European Commission has also opened a call for specific research as part of Horizon 2020 to provide funding for university alliances of this kind. The aim is to assist alliances in the creation of a research and innovation agenda and turn them into pilots for a number of transformations that the European Commission seeks to promote. In the framework of the present call, CHARM-EU has secured **2.16** million euros in funding to do work in **4** specific areas from January 2021 to the end of 2023: to create a joint scientific agenda and action plan; to enhance academic and business cooperation and strengthen innovation ecosystems; to incorporate comprehensive practices of open science; and to enlist the participation of the public, civil society and public authorities in research and innovation, including the implementation of the European Green Deal.

### Contribution to SDGs 4 and 17



**Target 4.7** The pilot test of a master's degree in sustainability to be taught as part of the CHARM-EU alliance, together with many other teaching activities of the alliance, is designed to ensure that learners acquire the knowledge and skills needed to promote sustainable development.





**Targets 17.9 and 17.16** CHARM-EU will contribute to enhancing the global partnership for sustainable development, because it involves intensive collaboration among different universities. It will also entail collaboration and support among different countries and among universities from different cultural settings in order to implement training programmes aimed at the application of all SDGs in other territories.

## European UNI-ECO project for a more sustainable university

**UNI-ECO** (2019-2022) is an Erasmus+ project that seeks to develop practical collaboration tools to enable innovation in sustainability at universities. All five member universities of the CHARM-EU initiative are project participants. The aim is to change lifestyles and production methods in order to reduce the negative impact of human activities on the environment. One of the project's first activities is "[Green challenges: towards a more sustainable campus](#)", which is aimed at any member of the university community who is interested in building a more sustainable university. The response has been very positive: **17** projects have been submitted on a variety of subjects and involving teams that draw on all groups in the university community, and **5** projects have advanced to the second round. The winning project will be presented at the UNI-ECO summer school.

### Objectives for 2021

- To implement the master's degree in Global Challenges for Sustainability.
- To launch Project Torch (Transforming Open Responsible Research and Innovation through CHARM).
- To carry out actions to publicize the CHARM-EU initiative.

### Objectives for 2022

- To develop CHARM-EU's policy and strategy for research and innovation within the framework of Project Torch.
- To submit an extension proposal for CHARM-EU in order to secure funding for the next four years.

## INTERNATIONAL STAFF: ABSOLUTE NUMBERS AND PERCENTAGES<sup>9</sup>

	PAS BY NATIONALITY						PDI BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	2,367	98.26	1,519	98.38	848	98.03	5,523	94.73	2,616	95.27	2,907	94.26
Rest of the world	42	1.74	25	1.62	17	1.97	307	5.27	130	4.73	177	5.74
<b>Total</b>	<b>2,409</b>		<b>1,544</b>		<b>865</b>		<b>5,830</b>		<b>2,746</b>		<b>3,084</b>	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office

<sup>9</sup> Unlike all the other data on staff, these figures correspond to 31 December 2019 and not to 31 December 2020.

Notably, more than half of all PAS (**59.52%**) from the rest of the world come from the EU, while **19.05%** come from South America and Central America.

It is also significant that **63.52%** of international PDI come the EU, while **19.54%** come from South America.

## INTERNATIONAL STUDENTS: ABSOLUTE NUMBERS AND PERCENTAGES<sup>10</sup>

	BACHELOR'S DEGREE STUDENTS BY NATIONALITY						UNIVERSITY MASTER'S DEGREE STUDENTS BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	43,079	93.23	26,718	92.90	16,361	93.79	4,173	58.36	2,579	58.89	1,594	57.50
International students	3,126	6.77	2,042	7.10	1,084	6.21	2,978	41.64	1,800	41.11	1,178	42.50
<b>Total</b>	<b>46,205</b>		<b>28,760</b>		<b>17,445</b>		<b>7,151</b>		<b>4,379</b>		<b>2,772</b>	

	POSTGRADUATE STUDENTS BY NATIONALITY						TRAINEE RESEARCHERS (DOCTORAL STUDIES) BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	6,724	71.15	4,949	72.79	1,775	66.96	3,059	66.76	1,735	66.91	1,324	66.57
International students	2,726	28.85	1,850	27.21	876	33.04	1,523	33.24	858	33.09	665	33.43
<b>Total</b>	<b>9,450</b>		<b>6,799</b>		<b>2,651</b>		<b>4,582</b>		<b>2,593</b>		<b>1,989</b>	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office and [statistical data from the report on the academic year 2019-2020](#)

## INTERNATIONAL ACADEMIC OFFERING

The academic offering provided jointly with international universities is also an indicator of the degree of internationalization at the UB, which offers **2** double degrees<sup>11</sup> and **8** Erasmus Mundus joint degrees<sup>12</sup> (**6** interuniversity master's degrees and **2** doctoral programmes).

INTERNATIONAL ACADEMIC OFFERING	2016-2017	2017-2018	2018-2019	2019-2020
Double degrees	2	2	2	2
Interuniversity master's degrees: Erasmus Mundus	7	8	7	6
Erasmus Mundus doctoral studies*	2	2	2	2

\* The **2** doctoral programmes emerged from European projects whose funding lapsed in the academic year 2017-2018 and they are therefore being wound up. From the academic year 2017-2018 onwards, no new doctoral students have been admitted and only those admitted previously have been allowed to continue.

Source: Academic Management

10. This includes the UB-specific degree in Private Investigation in the case of bachelor's degree students and it includes students attending affiliated centres in the figures for bachelor's degree students and university master's degree students.

11. These are bachelor's degrees with course curricula agreed by the UB and a foreign university. When students graduate, they obtain their official degree from both universities.

12. These are taught by two or more universities in different countries. In the case of university master's degrees, students receive part of their education in at least two participating universities. Similarly, in the case of doctoral programmes, students do part of their doctorate in at least two participating universities.

The UB's academic offering is public and accessible to international students on the UB website. To ensure that students can find out the language of instruction prior to enrolment in a course, the Language Services [website provides the relevant information for each class group](#). In addition, promotional material specifies the bachelor's degree subjects on offer in English and identifies which bachelor's degrees, master's degrees and doctoral degrees have a percentage of instruction in English that is greater than **80%**.

## AGREEMENTS WITH FOREIGN UNIVERSITIES AND OTHER INSTITUTIONS

In 2020, the UB signed **378** agreements, including **97** with foreign institutions (**25.66%**). Of the **97** agreements with foreign institutions, **18** are framework agreements<sup>13</sup> (**18.56%**) and **31** are of an academic nature (**31.96%**).

Of the total number of current agreements (regardless of their date of signature), the UB is a party in 2020 to **2,473**, including **1,797** with foreign institutions (**72.66%**). Of the **1,797** agreements with foreign institutions, **105** are framework agreements (**5.84%**) and **237** are of an academic nature (**13.19%**).

### Contribution to SDG 17



**Target 17.16** The UB's agreements with other institutions in the area of the SDGs or similar subjects contribute to enhancing the global partnership for sustainable development, because they involve collaboration with other entities. Depending on the subject matter of each agreement, it may also address other SDG targets.

## OFFICIAL REPRESENTATIONS OVERSEAS

In the context of the Campus of the Americas project, linked to the HUBc Campus of Excellence, the UB has had a stable site at the Higher University of San Andrés (Bolivia) since 2011, with the aim of coordinating a postgraduate programme and a master's degree in tropical diseases of the Bolivian jungle. These efforts are part of the Campus of the Americas project, whose academic proposition rests on preparing students to carry out professional work in low-to-medium-income countries in order to improve the health of their populations. In the academic year 2019-2020, an additional course on the treatment of semi-critical and critical Covid-19 patients has been taught through the Coursera platform with the collaboration of the Catalan Health Service. The course has drawn roughly **4,000** students.

### Contribution to SDG 17



**Targets 17.9 and 17.16** The UB's representations overseas contribute to enhancing the global partnership for sustainable development by giving support to national plans to implement all the SDGs.

<sup>13</sup> A framework agreement is an agreement in which the parties express their desire to cooperate in areas of common interest; subsequently, the parties specify the actions to be taken by means of specific agreements in which the duties of each party are set down.

## MOBILITY

The Covid-19 pandemic has had a severe impact on mobility among students and staff alike.

Student cancellations amounted to **5.99%** of all temporary stays at the UB by students from other universities and **5.11%** of all temporary stays by UB students at other universities. In addition, nearly **100%** of all yearlong stays and stays in the autumn term have been affected by the pandemic to a greater or lesser extent. As for stays that were underway and have been completed, the situation has varied widely by country. However, it is estimated that two-thirds of students have continued their stay at their host institution and the vast majority of students, both those who have stayed and those have returned to their home country, have been compelled to follow classes online.

In the case of PDI, the stays of **23.50%** of UB teaching and research staff have been affected, while the stays of **12.23%** of visiting teaching and research staff have been affected.

As for PAS, **95.45%** of stays have been affected and the Staff Week has not been held.

### Students, PDI and PAS at the UB who have done stays abroad

STUDENTS WHO HAVE COMPLETED STAYS ABROAD, BY PROGRAMME			
	MEN	WOMEN	TOTAL
Erasmus+ in the EU: studies	312	776	1,088
Erasmus+ in the EU: placements	32	92	124
Erasmus+ doctorate	1	1	2
Specific agreements*	45	66	111
General agreements	24	41	65
Individual applications**	0	2	2
<b>Total</b>	<b>414</b>	<b>978</b>	<b>1,392</b>

\* Agreements signed by UB faculties with faculties in other territories.

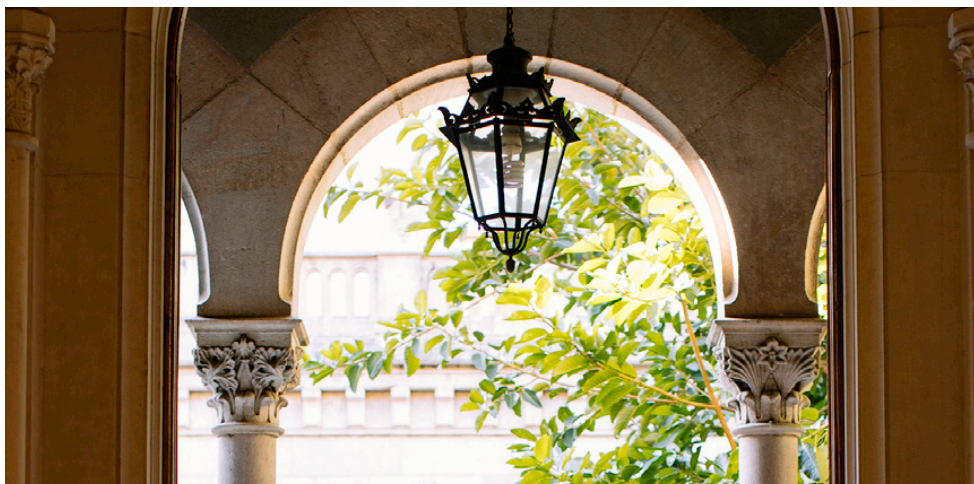
\*\* Students seeking to study at another university for a given period of time reach an agreement with their faculty to receive recognition for the subjects that they complete at the other university.

Source: [Statistical data from the report on the academic year 2019-2020](#)

PDI WHO HAVE COMPLETED STAYS ABROAD, BY PROGRAMME			
	MEN	WOMEN	TOTAL
Erasmus+ in the EU	23	45	68
Erasmus+ outside the EU	4	0	4
International mobility financial aid*	3	3	6
<b>Total</b>	<b>30</b>	<b>48</b>	<b>78</b>

\* This is a UB-specific call funded by the Office of the Vice-Rector for Outreach and Internationalization. The call provides financial assistance to promote the individual actions of PDI. It also offers institutional assistance to faculties and departments that can contribute added value to teaching and research by creating medium-to-long-term bonds with: a) geographical areas that the UB is currently focused on (Asia-Pacific and Latin America), and b) European universities with which the UB is forging long-term alliances for collaboration.

Source: [Statistical data from the report on the academic year 2019-2020](#)



PAS WHO HAVE DONE STAYS ABROAD, BY PROGRAMME			
	MEN	WOMEN	TOTAL
Erasmus+ in the EU	12	26	38
Erasmus+ outside the EU	0	0	0
<b>Total</b>	<b>12</b>	<b>26</b>	<b>38</b>

Source: [Statistical data from the report on the academic year 2019-2020](#)

## Students, PDI and PAS from other universities who have completed stays at the UB

STUDENTS WHO HAVE COMPLETED STAYS AT THE UB, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU: studies	376	718	1,094
Erasmus+ in the EU: placements	26	40	66
Erasmus+ doctorate	1	1	2
Erasmus exchange+ with partner countries	0	1	1
Coimbra Group*	1	2	3
Specific agreements	48	125	173
General agreements	23	40	63
Individual applications	14	37	51
Study Abroad**	81	177	258
Fundación Carolina***	2	4	6
AECID****	2	1	3
<b>Total</b>	<b>574</b>	<b>1,146</b>	<b>1,720</b>

\* Mobility programme for a group of long-standing European universities.

\*\* Students come from the United States and China to study at the UB for a given period of time as part of a programme that is specific to them.

\*\*\* The Carolina Foundation is an institution that promotes cultural relations and educational and scientific cooperation between Spain and the countries that make up the Organization of Ibero-American States.

\*\*\*\* These students come to the UB through the AECID exchange programme.

Source: [Statistical data from the report on the academic year 2019-2020](#)

PDI WHO HAVE COMPLETED STAYS AT THE UB, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus+ in the EU*	–	–	–
Erasmus+ outside the EU	0	2	2
Coimbra Group	1	0	1
International mobility financial aid	7	0	7
Other programmes**	53	69	122
Funding from Santander***	1	2	3
Fundación Carolina	1	3	4
<b>Total</b>	<b>63</b>	<b>76</b>	<b>139</b>

\* Currently, the UB has no system to monitor the number of PDI from other EU universities who do stays at the UB within the framework of the Erasmus+ programme.

\*\* Previously, this included the welcome programme for visiting teaching and research staff.

\*\*\* Includes three trainee researchers.

Source: [Statistical data from the report on the academic year 2019-2020](#)

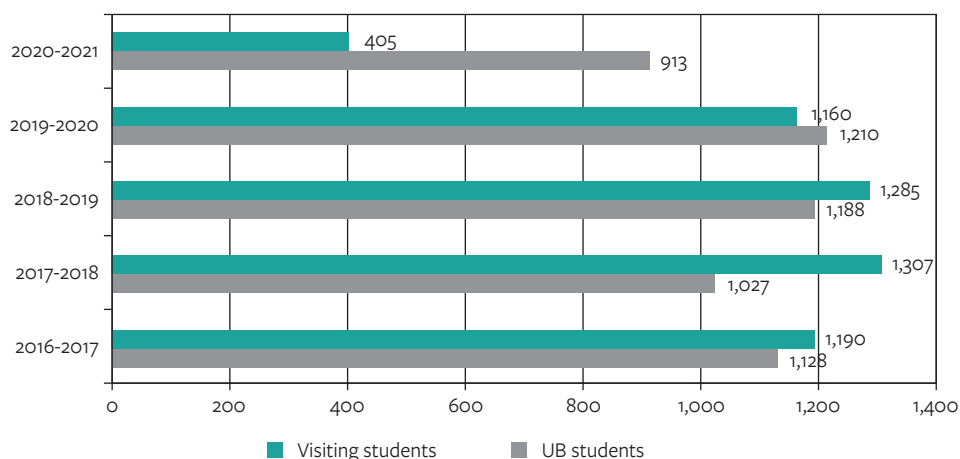
PAS WHO HAVE COMPLETED STAYS AT THE UB, BY PROGRAMME	MEN	WOMEN	TOTAL
Erasmus	1	1	2
Erasmus+ outside the EU	4	0	4
<b>Total</b>	<b>5</b>	<b>1</b>	<b>6</b>

Source: [Statistical data from the report on the academic year 2019-2020](#)

## Fulfilment of targets for 2020

- The target to increase UB participation in the Erasmus+ programme has only been met in part, given that the modest upward trend of recent years has been interrupted by the pandemic in the academic year 2019-2020.

Evolution of UB Erasmus students (studies and placements), 2016-2021





- The target to improve the quality of placements mobility through the efforts of the Placements Committee has not been met. While a report was prepared to this end, it has not been approved for implementation.
- The implementation of online administration in the management of mobility flows (in terms of learning and the digitalization of the application procedure and management) has progressed since the academic year 2015-2016, but it is still under development. As an important example of improvement, all groups can now submit their mobility applications online.

### Objectives for the academic year 2020-2021

- To achieve European commitment to the Erasmus Without Paper programme, which is based on the digitalization of the Erasmus programme's administrative practices in order to phase out the use of paper.
- To have the UB join the new Erasmus programme as soon as it appears in print (which is expected to occur in late 2020 or early 2021) and to meet its requirements. In this regard, to provide guidance and clarify any internal questions among participating units and individuals interested in taking part.
- To host the second international mobility fair at the UB after the outstanding success of the first one, but to do so virtually in response to the pandemic.
- To prepare a sitemap with a map of the world that displays the UB's international relationships with entities around the globe. The map will show, for example, framework agreements, general and specific agreements, mobility agreements, European projects and cooperation projects.
- To host a course on gender equality at the summer school of the Union of Ibero-American Universities.
- To continue holding the UB's mobility calls and managing the inflow and outflow of students at the UB, while adapting to the restrictions and instructions issued by the competent authorities.



## LANGUAGES

The [Plan for Languages 2017-2020](#), which was approved by the Governing Council in February 2018, seeks to establish and develop the UB's language policy for the coming years, taking into account the university's dual commitment to international reach and to the Catalan language. This dual commitment has two direct implications: first, to put multilingualism at the heart of the university because of the context established by the current EHEA and related academic and professional mobility; and second, as one of the leading academic institutions in Catalonia, to reiterate the commitment made to Catalan society to protect, use and promote the language of Catalonia, as stipulated in the [UB's Statute](#) and [General Regulations on Language Use](#).

The tables below show language use in teaching at the UB during 2019-2020. For a more in-depth analysis of the data or a comparison with previous years, you need to go to the [Language Services](#) website.

### Language of instruction

	BACHELOR'S DEGREES				UNIVERSITY MASTER'S DEGREES				OVERALL DATA			
	CATALAN	SPANISH	ENGLISH	OTHER	CATALAN	SPANISH	ENGLISH	OTHER	CATALAN	SPANISH	ENGLISH	OTHER
2019-2020	68.9	23.4	5.7	2	35.3	46.2	18.1	0.4	62.4	27.9	8.1	1.6
2018-2019	69.3	23.3	5.3	2	37	44.6	18.1	0.3	63.4	27.2	7.7	1.7
2017-2018	68.8	22.9	4.7	3.7	44.4	38.8	16.6	0.2	64.5	25.7	6.8	3.1
2016-2017	69.5	22.1	4.5	3.9	42.1	41.6	16	0.3	64.8	25.4	6.5	3.3

Source: Language Services [website](#)

### Fulfilment of targets for 2020

At the end of 2020, Language Services carried out a review and evaluation of the annual targets set in the Plan for Languages 2017-2020. The document, which is pending approval by the Language Policy Committee, also provides a comparison with previous years, including indicators. The results will be presented in the *Report on Sustainability 2020-2021*.



---

# COMMITMENT TO SOCIETY

---

Back to  
p. 14

Back to  
p. 176



# Responsibility to staff

[Back to  
p. 86](#)

[Back to  
p. 96](#)

# Our staff<sup>14</sup>

A total of **8,892** people work at the UB, of which **6,505 (73.16%)** are teaching and research staff (PDI) and **2,387 (26.84%)** are administrative and service staff (PAS). The tables below break down the UB's staff according to a variety of criteria.

## EMPLOYEES BY GROUP,<sup>15</sup> EMPLOYMENT CATEGORY,<sup>16</sup> GENDER AND AGE

PAS																					
	A1		A2		C1		C2		E		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	7	6	1	16	11	39	3	18	0	0	15	12	14	10	14	13	17	14	82	128	8.80
51-60	13	22	18	74	61	205	12	126	2	0	62	72	46	37	60	57	33	75	307	668	40.85
41-50	2	5	12	30	18	37	24	127	0	0	37	51	41	25	89	69	24	25	247	369	25.81
31-40	0	1	3	16	3	9	21	65	0	0	20	28	21	23	43	67	7	10	118	219	14.12
<30	1	0	2	3	2	1	25	33	0	0	8	9	8	15	68	68	4	2	118	131	10.43
<b>Total per gender</b>	<b>23</b>	<b>34</b>	<b>36</b>	<b>139</b>	<b>95</b>	<b>291</b>	<b>85</b>	<b>369</b>	<b>2</b>	<b>0</b>	<b>142</b>	<b>172</b>	<b>130</b>	<b>110</b>	<b>274</b>	<b>274</b>	<b>85</b>	<b>126</b>	<b>872</b>	<b>1,515</b>	<b>100</b>
<b>Total</b>	<b>57</b>		<b>175</b>		<b>386</b>		<b>454</b>		<b>2</b>		<b>314</b>		<b>240</b>		<b>548</b>		<b>211</b>		<b>2,387</b>		

Source: Human Resources

<sup>14</sup>. All information in this section is correct at 31 December 2020.

<sup>15</sup>. The groups in question are PAS and PDI.

<sup>16</sup>. In the staff breakdown by employment category, PDI includes full professors, senior lecturers, associate lecturers, etc. (to find out which categories correspond to statutory and non-statutory staff, [go here](#)), while PAS includes groups A1, A2, C1, C2 and E for statutory employees and groups I, II, III and IV for non-statutory staff.

As the table above shows, there are **2,387** PAS employees: **1,515 (64.47%)** women and **872 (36.53%)** men. In terms of age, the two most numerous groups are **between 51 and 60 years of age (40.85%)** and **between 41 and 50 years of age (25.81%)**. Among the statutory PAS (A1, A2, C1 and C2), the employment categories C1 and C2 are by far the most common (**386 and 454 staff**, respectively). In the case of non-statutory staff (groups I, II, III and IV), the most numerous is group III (**548**).

PDI																										
	UNIVERSITY PROFESSORS (STATUTORY)		UNIVERSITY PROFESSORS (NON-STATUTORY)		UNIVERSITY SCHOOL PROFESSORS		UNIVERSITY SENIOR LECTURERS		INTERNATIONAL ADJUNCT LECTURERS		UNIVERSITY SCHOOL SENIOR LECTURERS		CONTRACTED FULL PROFESSORS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT (PHD)		EMERITUS PROFESSORS		GENERALIST LECTURERS SECONDED TO IDP-ICE	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	230	82	9	4	4	5	189	105	1	0	14	12	26	25	95	56	81	30	4	5	2	3	55	15	0	0
51-60	117	61	24	10	0	3	193	189	0	0	24	26	112	99	311	247	165	129	1	2	6	15	0	0	3	2
41-50	11	6	15	11	0	0	40	29	0	0	3	5	137	166	402	448	122	187	1	4	7	11	0	0	0	0
31-40	0	0	2	0	0	0	2	0	0	0	0	0	22	27	270	390	51	99	0	0	0	0	0	0	0	0
<30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	98	105	6	19	0	0	0	0	0	0	0	0
Total per gender	358	149	50	25	4	8	424	323	1	0	41	43	297	317	1,176	1,246	425	464	6	11	15	29	55	15	3	2
Total	507		75		12		747		1		84		614		2422		889		17		44		70		5	

	ASSISTANT LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
>60	2	2	0	0	3	0	715	344	16.28
51-60	15	13	0	0	4	0	975	796	27.23
41-50	57	56	0	1	31	33	826	957	27.41
31-40	62	59	6	8	103	76	518	659	18.09
<30	0	0	1	0	245	242	350	366	11.01
Total per gender	136	130	7	9	386	350	3384	3121	100
Total	266		16		736		6,505		

\* These figures include BRD trainee predoctoral researchers, researchers in the Beatriz de Pinós programme, junior doctors, predoctoral researchers receiving university lecturer training grants, predoctoral grants from the Government of Catalonia, researchers in the Juan de la Cierva programme, Marie Curie researchers, predoctoral grantholders funded by the Spanish Ministry of Economy and Business, trainee predoctoral researchers with funding (but not from La Caixa or the Government of Catalonia), predoctoral researchers with grants from La Caixa, postdoctoral researchers, researchers in the Ramón y Cajal programme, and postdoctoral researchers with grants for training in teaching. In the future, all of these researchers will be referred to as *predoctoral and postdoctoral researchers*.

Source: Human Resources

Of the **6,505** staff who are PDI, **3,384 (52.02%)** are men and **3,121 (47.98%)** are women. The most numerous groups by age are **between 41 and 50 years of age (27.4%)** and **between 51 and 60 years of age (27.2%)**. The most common employment category is adjunct lecturer (**2,422**), followed by adjunct medical lecturer (**889**).



## PERMANENT AND TEMPORARY STAFF BY GROUP, CONTRACT TYPE,<sup>17</sup> GENDER AND AGE

Back to  
p. 82

PAS										
	PERMANENT				TEMPORARY				% OF TEMPORARY STAFF BY AGE AND GENDER	
	STATUTORY		NON-STATUTORY		STATUTORY		NON-STATUTORY			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	21	69	49	41	1	10	11	8	14.63	14.06
51-60	94	351	170	189	12	76	31	52	14.01	19.16
41-50	27	83	75	54	29	116	116	116	58.7	62.87
31-40	2	14	0	6	25	77	91	122	98.31	90.87
<30	1	0	1	0	29	37	87	94	98.31	100
Total statutory and non-statutory staff	662		585		412		728		49.54	46.73
Total permanent and temporary	1,247				1,140				47.76	

Source: Human Resources

The UB has **1,247** PAS who are permanent (**52.24%**) and **1,140** who are temporary (**47.76%**). Therefore, the percentage of temporary PAS has risen since 2019, when it was **45.39%**. As the table above shows, the percentage of temporary staff increases as the age falls, and it is higher for men (**49.54%**) than for women (**46.73%**). When analysing the figures, however, it must be borne in mind that some jobs are temporary by nature. If PAS with specific funding are not counted in the figures, the percentage of temporary staff falls to **40.02%**.

It is also important to note that PAS includes **1,074** statutory staff (**44.99%**) and **1,313** non-statutory staff (**55.01%**).

<sup>17</sup> Contract type refers to the classification of employees as statutory or non-statutory staff.

PDI										
	PERMANENT				TEMPORARY				% OF TEMPORARY STAFF BY AGE AND GENDER	
	STATUTORY		NON-STATUTORY*		STATUTORY		NON-STATUTORY			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	433	204	96	51	4	0	182	89	26.01	25.87
51-60	337	279	139	123	0	2	499	392	51.18	49.50
41-50	54	39	153	184	0	1	619	732	74.94	76.67
31-40	1	0	22	23	1	0	494	636	95.56	96.51
<30	0	0	0	0	0	0	350	366	100	100
Total statutory and non-statutory staff	1,347		791		8		4,359		63.50	71.07
Total permanent and temporary	2,138				4,367				67.13	

\* Emeritus professors are included in the table as permanent staff because they hold administrative contracts.

Source: Human Resources

The UB has **2,138** staff in PDI who are permanent (**32.87%**) and **4,367** staff who are temporary (**67.13%**). The percentage of temporary PDI has risen since 2019, when it was **65.27%**. As the table above shows, the percentage of temporary PDI increases as the age falls, just as it does with PAS. In terms of gender differences, PDI women have, on average, more temporary contracts (**71.07%**) than men do (**63.50%**). When analysing the figures, however, it must be borne in mind that some PDI jobs are temporary by nature just as some PAS jobs are. If we exclude PDI with specific funding, adjunct lecturers and adjunct medical lecturers (which are three temporary groups by definition), the percentage of temporary staff falls to **13.02%**.

It is also important to note that PDI includes **1,355** statutory staff (**22.75%**) and **5,150** non-statutory staff (**77.25%**).

## FULL-TIME AND PART-TIME STAFF BY GROUP, GENDER AND AGE

PAS						
	FULL-TIME		PART-TIME		% OF FULL-TIME PAS BY AGE AND BY GENDER	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	58	112	24	16	70.73	87.50
51-60	305	666	2	2	99.35	99.70
41-50	237	350	10	19	95.95	94.85
31-40	101	182	17	37	85.59	83.11
<30	63	67	55	64	53.39	51.15
<b>Total men and women</b>	<b>764</b>	<b>1,377</b>	<b>108</b>	<b>138</b>	<b>87.61</b>	<b>90.89</b>
<b>Total full-time and part-time</b>	<b>2,141</b>		<b>246</b>		<b>89.69</b>	

Source: Human Resources

Of PAS, **89.69%** have a full-time job compared to **88.75%** in 2019. In terms of gender, women have a higher percentage of full-time jobs (**90.89%** of women compared to **87.61%** of men). In terms of age, there are more part-time contracts among PAS who are under 30 years of age, followed by PAS over 60 (but in the latter case, practically all of the staff have opted for partial retirement).

PDI						
	FULL-TIME		PART-TIME		% OF FULL-TIME PDI BY AGE AND BY GENDER	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
>60	446	236	269	108	62.38	68.60
51-60	476	415	499	381	48.82	52.14
41-50	297	316	529	640	35.96	33.05
31-40	196	168	322	491	37.84	25.49
<30	245	239	105	127	70	65.30
<b>Total men and women</b>	<b>1,660</b>	<b>1,374</b>	<b>1,724</b>	<b>1,747</b>	<b>49.05</b>	<b>44.02</b>
<b>Total full-time and part-time</b>	<b>3,034</b>		<b>3,471</b>		<b>46.64</b>	

Source: Human Resources

Of the total PDI, **46.64%** have a full-time job compared to **46.82%** in 2019. In terms of gender, men have a higher percentage of full-time jobs (**49.05%** of men compared to **44.02%** of women). In terms of age, the majority of part-time contracts are among PDI between 31 and 50 years of age.

## LEVEL OF OFFICIAL STUDIES OF EMPLOYEES<sup>18</sup>

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	2017	2018	2019	2020
Doctoral studies	3,791	3,814	3,899	4,134
University master's degrees	3,676	3,818	3,884	759
Bachelor's degree or equivalent				2,588
Pre-EHEA diploma ( <i>diplomatura</i> ) or equivalent				540
Percentage of all staff who are PhD holders	44.41%	44.32%	44.39%	46.49%

Source: Human Resources

UB staff are highly qualified: out of a total workforce of **8,892** staff, **8,021 (90.20%)** have a diploma or some other level of higher education.

<sup>18</sup> From 2020, there will be minor changes in the groupings that appear in the tables *Level of official studies of all employees* and *Level of official studies of teaching and research staff (PDI)* in order to match the table *Level of official studies of administrative and service staff (PAS)*. The data on holders of university master's degrees, bachelor's degrees and pre-EHEA diplomas, which appear separately in 2020, were previously unified under the single grouping *Graduates, pre-EHEA degree and diploma holders*.





LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF (PDI)	2017	2018	2019	2020
Doctoral studies	3,683	3,696	3,754	3,979
University master's degrees	2,565	2,618	2,621	634
Bachelor's degree or equivalent				1,639
Pre-EHEA diploma ( <i>diplomatura</i> ) or equivalent				253
Percentage of PDI who are PhD holders	58.95%	58.54%	58.89%	61.17%

Source: Human Resources

All PDI have a diploma or some other higher level of education, while **61.17%** are PhD holders.

LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF (PAS)*	2018	2019	2020
Doctoral studies	118	145	155
University master's degrees	81	107	125
Bachelor's degree or equivalent	892	968	949
Pre-EHEA diploma ( <i>diplomatura</i> ) or equivalent	227	295	287
Upper-secondary school education or equivalent	594	695	690
Secondary school education or equivalent	380	198	181
Percentage of PAS who are PhD holders	5.15%	6.02%	6.49%

\* Starting in 2018, the figures reflect minor changes in the groupings used in data collection. The figures for 2017 can be found in the [Report on Social Responsibility 2017-2018](#).

Source: Human Resources

Of the **2,387** PAS members, **1,229 (51.49%)** have a bachelor's degree or higher, while **6.49%** are PhD holders.



## NUMBER OF EXTERNAL STAFF ENGAGED IN WORK ACTIVITY AT THE UB

The UB outsources a number of services. As a consequence, external staff work on the UB's premises. As the table below shows, there are seven areas managed by external organizations.

EXTERNAL EMPLOYEES			
	MEN	WOMEN	TOTAL
Maintenance of large facilities	64	0	64
Minor repairs	18	0	18
Cleaning	44	301	345
Gardening	17	3	20
Bars*	52	48	100
Copy services and bookshops*	7	33	40
Security	72	13	85
<b>Total</b>	<b>274</b>	<b>398</b>	<b>672</b>

\* Data correspond to 13 March 2020, prior to temporary layoffs resulting from the Covid-19 pandemic.

Source: Building Works, Patrimony and Safety units

In 2020, **672** external staff have worked on the UB's premises compared to **671** in 2019. Of the total, **59.23%** are women.

# New hires, staff turnover, retirements and voluntary redundancies<sup>19</sup>

## NEW HIRES BY GROUP, EMPLOYMENT CATEGORY AND GENDER

PAS NEW HIRES															
A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1	2	1	1	9	30	9	11	8	9	55	71	1	2	84	126
3		2		39		20		17		126		3		210	

Source: Human Resources

Throughout 2020, **210** new hires have joined PAS (compared to **283** in 2019): **126** women (**60%**) and **84** men (**40%**). Of the total, **44** (**20.95%**) are statutory staff and **166** (**79.05%**) are non-statutory staff. In terms of age, the largest number of new hires are less than 30 years of age (**66.67%**), followed by PAS between 31 and 40 (**19.52%**).

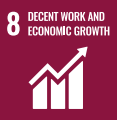
19. All data on new hires, staff turnover, retirements and voluntary redundancies are for the year 2020.

PDI NEW HIRES															
CONTRACTED FULL PROFESSORS		ASSISTANT LECTURERS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		GENERALITAT LECTURERS SECONDED TO IDP-ICE		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
2	0	10	9	117	134	39	68	4	2	79	75	1	0	252	288
2		19		251		107		6		154		1		540	

\* Includes predoctoral and postdoctoral researchers.

Source: Human Resources

Throughout 2020, **540** new hires have joined PDI (compared to **740** in 2019): **288** women (**53.33%**) and **252** men (**46.67%**). The largest number of new hires have joined as adjunct lecturers (**251**, or **46.48%**), followed by researchers with specific funding (**154**, or **28.52%**). In terms of age, the most numerous are PDI under 30 years of age (**35.19%**) and PDI between 31 and 40 (**32.78%**).

Contribution to SDG 8	
	<b>Target 8.5</b> The UB's hiring of new staff contributes to employment.

## TURNOVER BY GROUP, EMPLOYMENT CATEGORY AND GENDER

ADMINISTRATIVE AND SERVICE STAFF (PAS) ACTIVE IN 2020 AND NOT ACTIVE AT 31/12/2020																	
A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1	3	3	12	1	20	8	25	25	22	14	22	76	90	6	9	134	203
4		15		21		33		47		36		166		15		337	

Source: Human Resources

A total of **337** people in PAS have left the UB in 2020 compared to **359** in 2019. The age group most affected by turnover is made up of PAS under 30 years of age (**41.84%**), followed by PAS between 31 and 40 (**21.96%**). By employment category, the most affected are non-statutory staff in group III (**166** people) and group I (**47** people). In terms of gender, more women (**203**) have left the UB in 2020 than men (**134**).



PDI ACTIVE IN 2020 AND NOT ACTIVE AT 31/12/2020																											
UNIVERSITY PROFESSORS		UNIVERSITY SCHOOL PROFESSORS		UNIVERSITY SENIOR LECTURERS		UNIVERSITY SCHOOL SENIOR LECTURERS		CONTRACTED FULL PROFESSORS		ADJUNCT LECTURERS		ADJUNCT MEDICAL LECTURERS		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT		COLLABORATING LECTURERS ON AN OPEN-ENDED CONTRACT (PHD)		EMERITUS PROFESSORS		ASSISTANT LECTURERS		VISITING LECTURERS		RESEARCHERS WITH SPECIFIC FUNDING*		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
14	6	1	0	28	20	4	3	2	1	122	141	27	59	0	1	1	0	24	8	1	0	0	0	83	81	307	320
20		1		48		7		3		263		86		1		1		32		1		0		164		627	

\* Includes predoctoral and postdoctoral researchers.

Source: Human Resources

A total of **627** people in PDI have left the UB in 2020 compared to **843** in 2019. The age group most affected by turnover is made up of people between 31 and 40 years of age (**25.36%**), followed by people over 60 (**24.40%**) and people under 30 (**23.29%**). By employment category, the most affected are adjunct lecturers (**263**) and researchers with specific funding (**164**). In terms of gender, more women (**320**) have left the UB in 2020 than men (**307**).

## RETIREMENTS BY GROUP, GENDER AND AGE

	PAS		PDI		TOTAL	
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
>60	41	21	39	76	80	97
51-60	0	0	5	3	5	3
<b>Total</b>	<b>62</b>		<b>123</b>		<b>185</b>	

Source: Human Resources

In 2020, **185** UB employees retired compared to **159** in 2019. Of the total, **62** were PAS and **123** were PDI (including **8** who were 60 years of age or less). Among PDI, the most retirements by employment category were university senior lecturers (**49**), followed by emeritus professors (**23**) and university professors (**18**). Among PAS, the most retirements by employment category were in group C1 (**15**) and group I (**11**). The number of retirements by men (**100**) was much higher than the number of retirements by women (**85**).

## APPLICATIONS FOR VOLUNTARY REDUNDANCY\* BY GROUP AND GENDER

PAS		PDI		TOTAL	
WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
20	11	52	30	72	41
<b>31</b>		<b>82</b>		<b>113</b>	

\* The figure reflects individuals who were no longer active on 31 December 2020.

Source: Human Resources

Of the **113** voluntary redundancies in 2020 (down from **123** in 2019), **31** were PAS (**11** in the employment category of group III) and **82** were PDI (**45** were adjunct lecturers). The number of women applying for voluntary redundancy (**72**) was much higher than the number of men (**41**) doing so. In terms of age, the largest number of staff (**45**) applying for voluntary redundancy were between the ages of 31 and 40.

---

# Working conditions, remuneration and workplace management tools

<b>Goal CS8 of the UB's Agenda 2030</b>
---

The UB's various actions to improve working conditions (work-life balance, personal days, maternity and paternity leave, etc.) help to promote healthy habits and emotional well-being in the UB community.
---

This section sets out information on the working conditions of UB staff, including remuneration and workplace management tools.

## TEMPORARY STAFF

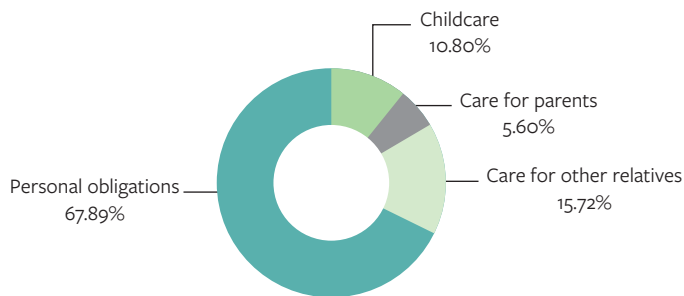
All information on the proportions of temporary staff in PDI and PAS is explained in the section [Permanent and temporary staff by group, contract type, gender and age](#). In summary, the figures for temporary staff are **47.76%** for PAS and **67.13%** for PDI.

## POLICIES FOR BETTER WORK-LIFE BALANCE

The UB has continued to offer an annual pool of **56** hours to PAS members to achieve better work-life balance. When using these hours, PAS members must indicate whether the time is for personal duties and errands, taking care of children, taking care of parents or taking care of other relatives.



Hours requested for work-life balance 2020



In total, PAS members have used **72,556.21** hours to achieve better work-life balance.

In addition, the UB has a time management project with training and practical application. PAS members who voluntarily sign up for the project have **15** minutes a day within the normal work-day to organize their tasks as efficiently as possible. To gain access to the 15 minutes in 2020, it was necessary to take an online training course on the ethical use of information at the UB. The course was approximately **6 hours** in length. Of the **2,387** members of PAS who enrolled, **1,432** completed the course (compared to **1,867** in 2019). This figure represents **59.99%** of the total enrolment number. Of the total PAS completing the course, **67.95%** were women.

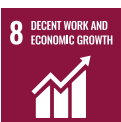
According to the results of the satisfaction questionnaire, the course received an average rating of **6.8** out of **8** (equivalent to **8.5** out of **10**).

#### Contribution to SDGs 5 and 8

Policies for better work-life balance...



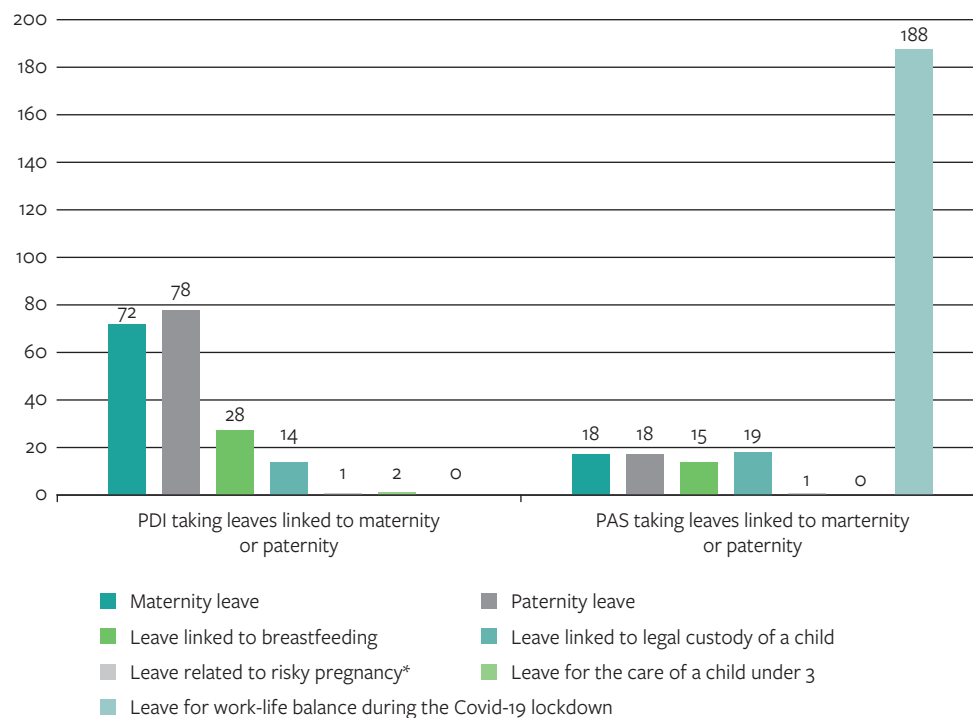
**Targets 5.4 and 5.c** Recognize and value unpaid care and domestic work and promote gender equality.



**Target 8.8** Contribute to the promotion of a safe and secure working environment.

## LEAVES RELATED TO MATERNITY AND PATERNITY<sup>20</sup>

In addition to maternity and paternity leave, the UB also offers a [wide range of related leaves](#). The graph below shows the data for 2020.



\* Suspension of contract regulated by Article 45 of the Workers' Statute. This situation arises when it is necessary for an employee to transfer to a workplace compatible with her requirements during pregnancy but no suitable arrangements can be made.

Source: Human Resources

As the chart shows, the UB has created a special leave for work-life balance to deal with the Covid-19 pandemic. A total of **188** PAS have taken it.

## Returning to work after leave

All staff taking leave have been able to return to work. No information is available on the percentage of staff who have remained in their job twelve months after their return to work. The UB's policy ensures absolute respect for the use of any leaves on offer. No employee has lost his or her job as a consequence of taking leave.

<sup>20</sup> The UB has kept the terminology of *paternity* and *maternity* for ease of understanding. Since April 2019, however, the application of Royal Decree Law 6/2019, of 1 March, has resulted in designating maternity leave as "birth leave for the biological mother, including for the purposes of adoption or fostering" and paternity leave as "birth leave for the parent other than the biological mother, including for the purposes of adoption and fostering". The latter absorbs the birth leave of ten days.



### Contribution to SDGs 3, 5 and 8

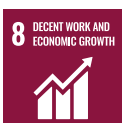
Maternity and paternity leaves...



**Target 3.7** Ensure access to reproductive health services and family planning.



**Targets 5.4, 5.6 and 5.c** Recognize and value unpaid care and domestic work, ensure access to reproductive health and rights, and help to promote gender equality.



**Target 8.8** Protect employment rights and promote a safe and secure working environment.

## MINIMUM NOTICE PERIODS REGARDING CHANGES TO WORKING CONDITIONS

The UB does not have specific regulations on the minimum notice periods required in the case of making changes to working conditions. Formally, collective bargaining agreements and the pertinent Catalan and Spain-wide regulations apply.

## ADJUSTING THE OFFICIAL LIST OF STAFF POSITIONS TO THE UB'S CURRENT SITUATION

The UB has established a system to adjust the official list of staff positions to emerging needs: administrative units propose any changes that they deem pertinent and then the changes are negotiated with staff representatives and submitted to the PAS delegate committee that reports to the Governing Council. Lastly, the Governing Council and the Board of Trustees approve any changes.

## REMUNERATION

### Highest, lowest and average staff remuneration

This section shows the average remuneration for the highest paid 5% of employees and the lowest paid 5% of employees. It also shows the average remuneration for the entire workforce. The data correspond to the annual gross salary received by full-time UB staff in 2020.<sup>21</sup> Only staff active between 1 January and 31 December who received 12 monthly salary payments have been included.

<sup>21</sup> Only fixed periodic payments are taken into account, including pro-rated additional payments. Therefore, one-off payments (to cover school fees, master's degree/postgraduate programme enrolment, consideration for specific tasks, work clothing, recovery of delayed additional payments from previous years, etc.) are not included.

	PAS ANNUAL SALARY			PDI ANNUAL SALARY		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
Average annual remuneration for the highest paid 5%	69,718.04	60,221.51	63,889.76	97,999.90	91,887.79	96,179.36
Average annual remuneration for the lowest paid 5%	22,811.88	21,370.01	21,859.78	16,146.26	16,126.78	16,139.54
Average annual remuneration for all staff	35,222.26	32,404.90	33,395.91	58,108.30	53,020.06	55,775.29

Source: Human Resources

As the table shows, the highest paid men in PDI and PAS earn much more than the highest paid women. By contrast, the differences are not as big among the lowest paid staff, although there is a certain bias in favour of men (especially in PAS). In terms of the average remuneration for all staff, there is a slight tendency toward higher pay among men, which is again more striking in the case of PAS.

### Salary differences among employees<sup>22</sup>

	RATIOS OF SALARY DIFFERENCES					
	2018		2019		2020	
	PAS	PDI	PAS	PDI	PAS	PDI
Ratio of the gross annual remuneration for the highest paid 5% to the gross annual remuneration for the lowest paid 5%	2.94	5.69	3.09	5.86	2.92	5.96
Ratio of the gross annual remuneration for the highest paid 5% to the average gross annual remuneration for all staff	1.91	1.68	1.94	1.71	1.91	1.72
Ratio of the average gross annual remuneration for all staff to the gross annual remuneration for the lowest paid 5%	1.54	3.39	1.60	3.43	1.53	3.46

Source: Human Resources

From a glance at the ratios over the past three years, it can be observed that the salary differences in PDI are growing, whereas the evolution in PAS between 2018 and 2020 is very minor.

## WORKPLACE MANAGEMENT

### Goal CS8 of the UB's Agenda 2030

Actions to improve the workplace environment contribute to the promotion of healthy habits and emotional well-being in the UB community.

### Support and Mediation Office<sup>23</sup>

The Support and Mediation Office confidentially listens to and helps members of the university community who need to share their concerns and issues. Year after year, the unit has con-

Back to  
p. 26

<sup>22</sup> Unlike the remainder of the *Report on Sustainability 2019-2020*, the table does not contain four years of data, because information has not yet been collected for 2017.

<sup>23</sup> While information on the Support and Mediation Office appears in the section *Responsibility to staff*, students have also been able to use the services since 2016.



solidated its role as an ideal tool for the resolution of any interpersonal conflicts that may arise at the UB. As a result of the pandemic and the widespread use of teleworking in 2020, the unit has expanded its remit to deal with interpersonal conflicts that arise from co-existence at home, which can have a negative impact on work, and with interpersonal relationships involving other members of the community.

[+ information](#)

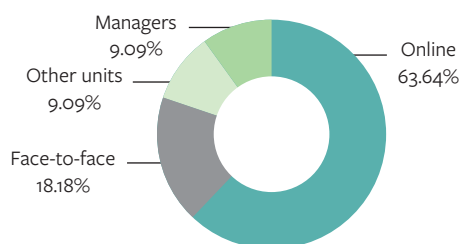
### Cases addressed by telephone

CASES ADDRESSED BY TELEPHONE	2017	2018	2019	2020
Total cases	21	18	18	11
Cases resolved	90.48	94.44	94.44	100
Total number of people helped	40	37	31	20
Teaching and research staff (PDI)	2	9	7	2
Administrative and service staff (PAS)	30	18	18	6
Students	8	10	6	12
Women	28	22	16	10
Men	12	15	15	10
PDI women	0	7	1	1
PDI men	2	2	6	1
PAS women	19	10	10	4
PAS men	11	8	8	2
Students, women	6	5	5	4
Students, men	2	5	1	8

Source: Support and Mediation Office

The **11** cases addressed by the Support and Mediation Office in 2020 have involved a total of **20** people.

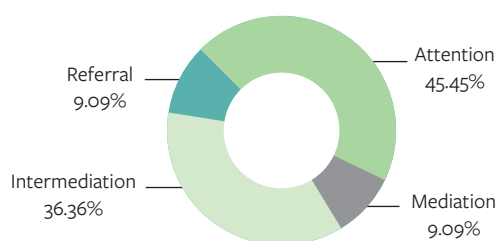
## Sources of consultation in 2020



Source: Support and Mediation Office

As a result of the pandemic, the most common source of consultation has shifted from in-person to online, either through the form provided on the website or by email (**63.64%**).

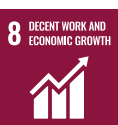
## Case management in 2020



Source: Support and Mediation Office

Conflicts that reach the Support and Mediation Office are managed in four stages: [attention](#), [mediation](#), [intermediation](#), and [referral](#). Typically, the management of a case ends at the attention stage (**45.45%**) or the intermediation stage (**36.36%**). As a consequence of the pandemic, the number of mediations has fallen because mediation requires participants to attend in person. The Support and Mediation Office has worked on promoting online contact to manage cases.

### Contribution to SDG 8



**Target 8.8** The Support and Mediation Office contributes to the fostering of a safe and secure working environment.

## Fulfilment of targets for 2020

- As a consequence of the pandemic, the targets have been adapted to meet the needs of the university community. Therefore, the targets originally set for 2020 have been postponed and there has been an expansion of services to assist with interpersonal conflicts that arise from living and working at home during the lockdown, which can have a negative effect on work.



## Objectives for 2022

- To meet targets previously set for 2020 and 2021 that have not yet been met:
  - To prepare and approve the anti-harassment protocol and present it to PAS and PDI.
  - To provide training to PAS and PDI on the anti-harassment protocol.
  - To raise awareness and provide training to PAS and PDI on the usefulness of mediation.

## Phrase Competition for the UB Calendar 2020

As planned, the 12 winning phrases from the [2019 competition have appeared on the UB calendar for 2020](#). In 2020, no competition has been held because of the pandemic. However, the intention is to resume the competition.

## Fulfilment of targets for 2020

- The UB calendar in 2020 has published the **12** winning phrases.

---

# Training

UB staff receive ongoing training to improve and refresh their skills for use in their daily work. Owing to the pandemic, courses have moved online since March 2020. They have been delivered synchronously with videoconferencing or asynchronously through the Virtual Campus.

Goal D3 of the UB's Agenda 2030
Some of the training programmes offered by IDP-ICE and Corporate Training bolster the training of UB staff (both PDI and PAS) in sustainable development and the SDGs.

## TRAINING FOR PAS

The UB's Corporate Training unit manages training services. Each year, it prepares a training plan that includes a variety of courses, conferences and workshops in response to the professional and personal training needs of both administrative and service staff. In addition, tuition assistance is available, for example, to study official languages of the European Union at the UB's School of Modern Languages or at the Escola Oficial d'Idiomes. Self-access learning resources are also available.

In addition to providing tailor-made courses, Corporate Training also manages financial assistance for staff to attend external professional development courses that are not covered in the PAS training plan and it gives level tests for accreditation in computer skills and competence in the use of the Catalan language.

Highlights include specific courses for the management of experience, which are offered to staff nearing retirement. In 2020, **10** members of PAS (all women) have taken part in volunteer activities and **52 (86.54% women)** have attended courses.





Training takes place during or outside the workday, depending on the type of course: when the training is necessary for a job, it occurs during the workday. If it is related to the job but not crucial, it occurs during the workday up to a maximum of **40** hours a year. When it is not related to the job, it occurs outside the workday.

[+ information](#)

## Catalogue and evaluation of courses organized for PAS by Corporate Training

In 2020, Corporate Training offered **254** courses in **14** subject areas.

SUBJECT AREA	NO. OF COURSES	COURSE RATING (OUT OF 10)
Electronic administration	6	8.475
Communication	24	8.5
Learning and Research Resources Centre (CRAI)	3	8.0625
Knowledge management (time management project)	1	8.5
Records	3	8.5
Economic and financial management	11	8.95
Management skills	20	8.4
Healthy habits and personal growth	9	8.325
Foreign languages	31	8.3125
Law	7	8.2625
Laboratories and animal facilities	4	8.7875
Catalan	4	8.875
Health, safety and the environment	58	8.5
ICT	73	8.425
<b>Total</b>	<b>254</b>	<b>8.48</b>

Source: Corporate Training

## PAS hours of training

BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER*												
	2017						2018					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	48,621	32.79	3,661	13.28	1,296	37.52	48,202.25	33.43	3,977	12.12	1,314	36.68
Men	14,738.75	18.31	1,144	12.88	609	24.20	18,979.15	22.33	1,485	12.78	625	30.36
<b>Total</b>	<b>63,359.75</b>	<b>27.69</b>	<b>4,805</b>	<b>13.19</b>	<b>1,905</b>	<b>33.26</b>	<b>67,181.40</b>	<b>29.31</b>	<b>5,462</b>	<b>12.29</b>	<b>1,939</b>	<b>34.64</b>

BREAKDOWN OF PAS HOURS OF TRAINING BY GENDER*												
	2019						2020					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	46,808	30.34	4,415	10.60	1,560	30.01	28,349	18.71	2,566	11.05	1,730	16.39
Men	20,359	23.54	1,634	12.46	414	49.18	8,909	10.22	912	9.77	748	11.91
<b>Total</b>	<b>67,167</b>	<b>27.89</b>	<b>6,049</b>	<b>11.10</b>	<b>1,974</b>	<b>34.03</b>	<b>37,258</b>	<b>15.61</b>	<b>3,478</b>	<b>10.71</b>	<b>2,478</b>	<b>15.04</b>

\* The calculation of the average for each staff member uses the figure at 31 December. In 2020, for example, the average hours for women is the result of dividing the PAS total training hours of women in 2020 by the number of PAS female staff members at 31 December 2020.

Source: Corporate Training

## TRAINING FOR PDI

The IDP-ICE is responsible for providing specific training to PDI members to improve their performance. IDP-ICE is organized in sections that are responsible for tasks such as:

- Analysis of the training needs of teaching staff and design of proposed activities that are deemed appropriate
- Promotion and support of educational innovation
- Research promotion, advice and guidance in all IDP-ICE's areas of activity
- Coordination of research activities carried out by IDP-ICE
- Development of activities related to advice, publication and dissemination of best practices
- Preparation of training materials in various formats

[+ information](#)





### Catalogue and evaluation of courses organized for PDI by IDP-ICE

The training offered by IDP-ICE in the academic year 2019-2020 falls into three broad areas: teaching, research and management. Within each area, IDP-ICE has provided a variety of courses that develop different competences. The table below groups the courses in terms of the competences that they develop. In addition, the far right-hand column shows the average rating given to each course.<sup>24</sup>

SUBJECT AREA	NO. OF COURSES	COURSE RATING (OUT OF 10)
Training in teaching: competence in methodology	9	8.23
Training in teaching: digital competence for teachers	28	7.78
Training in teaching: competence in communication and interpersonal skills	1	7.33
Training in teaching: competence in the planning and management of teaching	1	7.67
Training in research	7	7.6
Management training	8	*
Personal development	7	8.8
Training plan in languages to achieve internationalization in teaching	14	8.77
Training programme for young researchers at the UB	2	8.25
Master's degree in University Teaching for New Lecturers	–	*
<b>Total</b>	<b>77 + master's degree</b>	<b>8.05</b>

\* The information is not available.

Source: IDP-ICE

In addition to the activities organized directly by IDP-ICE, UB faculties and other units also offer training for their own teaching staff. However, this training is not reflected in the table.

<sup>24</sup> Excluded from the table are competences in courses that have not been evaluated or do not have student ratings.

## PDI hours of training

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR*												
	2016-2017						2017-2018					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	29,333.5	11.38	2,095	14.00	1,290	22.74	45,246	15.40	3,659	12.37	2,336	19.37
Men	17,765	5.66	1,194	14.88	766	23.19	21,729	6.56	1,885	11.53	1,104	19.68
<b>Total</b>	<b>47,098.5</b>	<b>8.24</b>	<b>3,289</b>	<b>14.32</b>	<b>2,056</b>	<b>22.91</b>	<b>66,975</b>	<b>10.72</b>	<b>5,544</b>	<b>12.08</b>	<b>3,440</b>	<b>19.47</b>

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR*												
	2018-2019						2020					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	COST OF STAFF TRAINING (HOURS)
Women	41,890	14.03	3,435	12.20	2,162	19.38	28,284	9.06	2,708	10.44	1,468	19.27
Men	21,077	6.33	1,831	11.51	1,068	19.74	14,885	4.40	1,472	10.11	891	16.71
<b>Totales</b>	<b>62,967</b>	<b>9.97</b>	<b>5,266</b>	<b>11.96</b>	<b>3,230</b>	<b>19.49</b>	<b>43,169</b>	<b>6.64</b>	<b>4,180</b>	<b>10.33</b>	<b>2,359</b>	<b>18.30</b>

\* Through the academic year 2018-2019 (inclusive), the calculation of the average hours per staff member uses staff figures at 31 December of the year in which the academic year begins. For the academic year 2018-2019, for example, the average hours is the result of dividing the PDI total hours of training in the academic year 2018-2019 by the number of PDI staff at 31 December 2018. From 2020 onwards, however, the calculation will be changed so that it is equivalent to PAS information; specifically, the data will be collected by calendar year, not by academic year. As a result, the PDI averages are the result of dividing training hours in 2020 by the number of PDI at 31 December 2020.

Source: IDP-ICE





## COSTS OF STAFF TRAINING

This section looks in detail at the costs of staff training, both for PDI and PAS, at the University of Barcelona.

TRAINING COSTS* (EUROS)	2017		2018		2019		2020	
	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI
Training costs covered by the UB (trainers and materials)	84,883.95	92,692.12	121,162.16	92,221.54	97,204.80	30,046.93	58,075.53	33,675.47
Subsidized costs	88,439.25	88,439.25	86,011.10	86,011.10	95,153.22	95,153.22	121,766	106,356.52
<b>Total</b>	<b>173,323.20</b>	<b>181,131.37</b>	<b>207,173.26</b>	<b>178,232.64</b>	<b>192,358.02</b>	<b>125,200.15</b>	<b>179,841.53</b>	<b>140,031.99</b>
<b>Average cost per staff member (euros)**</b>	<b>75.75</b>	<b>28.99</b>	<b>90.39</b>	<b>28.23</b>	<b>79.88</b>	<b>19.64</b>	<b>75.34</b>	<b>21.53</b>

\* PDI training costs in 2017 and 2018 were higher than in 2019 and 2020 not only because of the costs of materials and trainers (payment for classes and travel), but also because other direct expenses were included in the accounting. In 2019, it was decided to change the criterion in order to unify the costs that are quantified in PDI training and PAS training.

\*\* The calculation of the average for each year uses the figure at 31 December of that year. For example, the average euros per staff member in 2020 is calculated by dividing the total cost of the trainers delivering training to PDI during 2020 by the number of PDI staff at 31 December 2020.

Source: IDP-ICE

---

# Promotion of healthy behaviours and habits<sup>25</sup>

Goals CS7 and CS8 of the UB's Agenda 2030
UB Sports, UB Healthy University and the measures carried out by OSSMA to ensure staff security and safety contribute to the promotion of health in society at large (CS7) and foster healthy habits and emotional well-being in the UB community (CS8).

## SAFETY AND OCCUPATIONAL RISK PREVENTION

Actions to promote safety and occupational risk prevention, which are led by OSSMA, have been disrupted by the state of emergency, lockdown and partial resumption of activity related to the Covid-19 pandemic. In this respect, the resources that were originally intended for occupational risk prevention and the achievement of previously set targets have instead been reallocated practically 100% and for nearly nine months to meet the demands arising at different phases in the state of emergency. Prominent among the host of actions carried out in response to Covid-19 are: the preparation of general contingency plans; the provision of training and information to UB staff on the evolving situation; the preparation of documentation to evaluate the risk of contagion and transmission; the launch of training on the prevention of risks related to teleworking for all UB staff, and the provision of responses to numerous queries.

During the first quarter of 2020, however, work continued as usual on the core activities of occupational risk prevention (evaluations, reports, and security and safety visits). In addition,

---

25. While the promotion of healthy behaviours and habits appears in the section [\*Responsibility to staff\*](#), students also have access to the services of UB Healthy University, UB Sports and some of the services linked to health offered by OSSMA.

work has gone ahead on activities related to communities of risk<sup>26</sup> (a total of **10** have been registered throughout 2020), such as the delivery of personal protection equipment (**86**), and on activities related to self-protection and emergency plans, although in the latter case it has not been possible to train emergency teams.

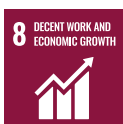
In 2020, for example, the UB has prepared **8** reports on biosafety,<sup>27</sup> organized a variety of informational activities specifically on risk prevention (in addition to activities addressing Covid-19), and revised and prepared new informational materials (such as documents on occupational hazards and minimum safety conditions for workplaces).

#### Contribution to SDGs 3 and 8

The safety and occupational health measures implemented by the UB...



Contribute to SDG **3** in a general sense, because they protect the health and well-being of the university community.



**Target 8.8** Protect labour rights and promote a safe and secure working environment.

## Work-related accidents and illness

Work-related accidents and illness at the UB in 2020 are set out in two tables below. The first table, which is a tally of notified accidents, refers to data provided voluntarily by members of the university community to OSSMA, while the second table, which covers workplace accidents and illness, corresponds to the data communicated compulsorily by the mutual insurance company for occupational accidents and illness (MAT) to the UB. The staff who are affiliated to MAT include all PAS and non-statutory PDI. By contrast, statutory PDI are affiliated to MUFACE, which is the Spanish state mutual company for civil servants.

In 2020, workplace accidents and illness have been affected by Covid-19. On one hand, work on site has been very limited. On the other hand, the mutual insurance companies have been required to treat situations arising from Covid-19 as equivalent to sick leave, even when not strictly workplace accidents or illness. In any event, the second table does not include any sick leave relating to Covid-19 in the figures on occupational accidents and illness, because the UB's medical service has reviewed all cases involving sick leave notified by MAT in order to identify those that correspond to non-pandemic accidents and illness.

26. This is a procedure to inform an employee's immediate superior and OSSMA of the existence of a risk or unsafe act that could cause an accident. The main purpose is to identify risks in order to take preventive measures and encourage the active participation of employees in the prevention of risks.

27. These are certification reports for research projects. They include reviews of facilities and activities that will be carried out during projects. They also verify compliance with any requirements for biosafety and biocontainment.

REGISTER OF NOTIFIED ACCIDENTS	
Work-related accidents with sick leave (PAS and PDI)	10
Accidents with or without sick leave (PAS and PDI)	19
Student accidents	4

Source: OSSMA

OCCUPATIONAL ACCIDENTS AND ILLNESS				
	2017	2018	2019	2020
<b>Accidents with leave</b>	<b>32</b>	<b>33</b>	<b>45</b>	<b>18</b>
In transit	20	19	28	9
In own workplace	11	14	14	8
In another centre	1	0	3	1
Work-related illness	0	0	0	0
<b>Accidents without leave</b>	<b>56</b>	<b>60</b>	<b>49</b>	<b>11</b>

Source: OSSMA

As the second table shows, the number of accidents and illness has fallen sharply because of the low level of activity on site. The technical unit of the Prevention Service has investigated accidents involving sick leave in order to identify their causes and implement the appropriate preventive and corrective measures.

[+ information in OSSMA's report on activities in 2020](#)

## The UB's medical service

The customary activities of the UB's medical service have changed because of the Covid-19 pandemic. Non-urgent health exams have been postponed (only **350** have been done in 2020), whereas **2,000** health questionnaires have been administered to people in groups that are vulnerable to Covid-19 under the criteria published by the Ministry of Health.

The results of the questionnaires have given rise to individual medical reports that establish whether it is necessary to adapt or modify the workplace conditions of any employees required to work in person, based on a study of working conditions, an employee's health and the stage of the pandemic.

Specifically, the UB's medical service has informed members of the university community of any notifications that it has received (i.e. confirmed cases of Covid-19, suspected cases and cases of close contact) and has made the appropriate arrangements, including with the health authorities. In total, the medical service has carried out more than a thousand actions of this type.

In relation to its contingency plan to address the pandemic, the UB has prepared a protocol for case management, based on the Government of Catalonia's [procedure for addressing infections from the novel coronavirus SARS-CoV-2](#). The contingency plan has been subject to constant review as a function of the evolution of the pandemic and the information available at any given time.





Other important activities include:

- Collaboration with the Department of Health of the Government of Catalonia during the 2020 flu vaccination campaign. Healthcare personnel have come to the UB's various campuses and administered **811** flu shots.
- Active participation in the screening of all UB groups carried out by the working group UB-GTMS-COVID (which has involved some **3,500** members of the university community in all).

## UB HEALTHY UNIVERSITY

As places of work, study and coexistence for many people, universities play an essential role in ensuring healthier environments. UB Healthy University is a project that coordinates health-related activities on campus. The project seeks to foster networking internally and with other universities and institutions, and to promote activities aimed at improving health in three broad areas: physical exercise, diet and nutrition, and emotional well-being.

The project's activities can be divided into activities that require a long-term commitment, which therefore must be constant, and activities that are specific to a given time. The long-term commitments include:



- Working with UB Sports to promote physical exercise (for example, purchasing sports equipment or collaborating in activities offered to the university community).
- Promoting the activities of PAS in UB Solidarity Foundation programmes (for example, contributing volunteers).
- Working to eliminate plastic from UB centres (for example, working jointly with OSSMA to draft terms and conditions for future bar concessions that exclude plastic).

Back to  
p. 102

- Developing the training pathway for personal improvement and self-knowledge (for example, collaborating with Corporate Training and IDP-ICE to offer training programmes in these areas).
- Taking part in different networks, such as the Catalan Network of Healthy Universities (US. cat), REUS, and the Vives University Network, which have a Healthy and Sustainable Universities programme.

The specific actions for 2020 include:

- Two UB libraries have implemented 10-minute breaks for muscle activation and 10-minute breaks for mindfulness to help students during exams. Covid-19 has prevented the expansion of the activity to a third library.
- The UB has again held the course on emotional competences and a healthy lifestyle for PAS, PDI and students (50 participants).
- The UB has launched workshops on meditation and on connecting with your breathing, which were held online because of the pandemic.
- The UB has promoted the values of responsible consumption and solidarity by posting tips on the website of [UB Healthy University](#) and short videos on the UB's social networks.
- The UB has promoted the Mediterranean diet with ten rules for healthy eating and infographics that have been posted on the website of UB Healthy University.
- The UB has proposed changes in cafeterias and vending machines in order to offer healthier products that do not involve plastic in the hope that the UB's new terms and conditions for tenders will require adoption of the proposed changes.
- The UB has again delivered the course En plenes facultats to prevent addiction and promote healthy sexuality among students.

Contribution to SDGs 3 and 8	
The UB Healthy University...	
	Contributes to SDG <b>3</b> broadly, although it does not match any specific target.
	<b>Target 8.8</b> Contributes to the fostering of a safe and secure working environment.

## Fulfilment of targets for 2020

The situation caused by Covid-19 has made it impossible to meet three of the four established targets. It has been possible to meet only the third target and only in part: the video on advice for a healthy diet has been completed, but the video with ten tips for well-being has not been finished.



## Objectives for 2021

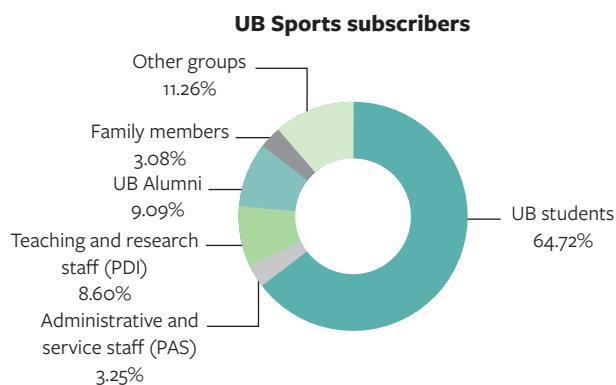
- To meet the objectives previously set for [2020](#).
- To prepare a communication plan to help in the dissemination of the UB Healthy University project. The plan will integrate the UB's various health-related initiatives.
- To conduct the Health Week online, together with all other Catalan universities.

## UB SPORTS

The UB promotes physical activity through [UB Sports](#). Members of the university community can take part in **50** sports in **25** venues that have **100,000 sq m** of facilities.

Since the academic year 2018-2019, UB Sports has put a special focus on the achievement of the SDGs. In the academic year 2019-2020, this commitment has given rise to collaboration with entities, the organization of sustainable sporting activities and events,<sup>28</sup> the development of programmes for groups with special needs (for example, students with physical limitations who are users of UB Sports), support for women's sports, the promotion of fair play in all UB Sports activities, and the establishment of international and local sports cooperation programmes.

In the academic year 2019-2020, UB Sports had **1,848** members on average. Men account for **62%** of members and women account for **38%**.



Source: UB Sports

UB Sports leads and manages the Barcelona University Leagues, which enlist the participation of **7** out of **12** Catalan universities and a total of **77** teams and **988** athletes (**852** men and **136** women) from all participating universities, who compete in **4** sports. In addition, the UB usually takes part in the university championships of Catalonia, Spain and Europe. In the academic year 2019-2020, however, only the university championships of Catalonia have been held because of the Covid-19 pandemic. The event featured **407** UB athletes out of a total of **2,992** participants. Men accounted for **187** UB participants and women accounted for **220**. UB Sports has also taken part in the Unirun running competition for Catalan universities, which drew more than **5,000** participants. A total of **1,411** participants were UB athletes, including **712** men and **699** women.

<sup>28</sup> A sporting event is sustainable when all stages of the event (from preparation through execution and subsequent evaluation) are conducted in a sustainable manner (minimizing waste and water consumption, fostering the use of public transport, etc.).



### Tutoresport UB (support programme for top-flight student athletes)

The aim of the programme is to help top-flight student athletes at the UB to achieve a balance between their involvement in sports and their academic responsibilities, ensuring access to, monitoring and completion of university studies.

In the academic year 2019-2020, the programme helped **244** students (**113 men** and **131 women**).

### Health Promotion

- Health promotion among students through specific activities that earn ECTS credits (**610** students)
- 10-minute health breaks ([the project is described in the section on UB Healthy University](#)) (**80** participants)
- Personalized advice on physical activity and health for the university community (**50** participants)
- “How to have an active day” course, which has had to take place online (**15** participants), and the ACTIVA’T course, which got underway (with **20** participants) but was cancelled because of the pandemic
- The annual UB Seniors course for people over 55 years of age (**30** participants) has combined in-person and streaming classes this year.

#### Contribution to SDG 3



UB Sports contributes to SDG **3** broadly, although it does not match any specific target.

### **Fulfilment of targets for the academic year 2019-2020**

- The pandemic and resulting legal restrictions have prevented meeting the target to increase the number of students who engage in physical activity.
- UB Sports has met the target of working transversally with other UB units to raise awareness among PAS and PDI of the importance of physical activity and healthy habits. UB Sports has done so by working with the Audiovisuals unit, Corporate Training and the University of Experience, among others.

### **Objectives for the academic year 2020-2021**

- To design a digital platform to bring UB Sports and its services to the entire university community, thanks to the advantages that such a platform can offer: distance sessions, monographic courses on physical activity and health, and direct broadcasting of competitions in which UB teams take part.
- To set up digital systems that assist in taking active breaks during work hours, whether working on site or remotely.
- To increase student knowledge of UB Sports and its services.
- To increase the number of physical activity courses organized jointly with Corporate Training.

---

# Diversity

<b>Goal CS5 of the UB's Agenda 2030</b>
Diversity in the UB's governing bodies and among UB staff contribute to ensuring respect for diversity, equality of opportunity, and decent work for all UB groups.

## DIVERSITY OF GOVERNING BODIES AND EMPLOYEES

The table below compares the degree of diversity (by gender, age and functional diversity) in the UB groups that have the greatest decision-making power. First, the Senate is compared with the whole workforce, because the Senate is regarded as the most representative of all UB governing bodies. Second, the heads of PAS (who have the most decision-making power among PAS) are compared with all PAS employees. Lastly, the governing team<sup>29</sup> is compared with all PDI employees.

---

29. The governing team is included because the PDI on the governing team have the greatest decision-making power (but cannot be equated with the heads of PAS).


DIVERSITY OF UB WORKFORCE						
	SENATE*	ALL STAFF (PDI AND PAS)	HEADS OF PAS	ALL PAS EMPLOYEES	GOVERNING TEAM**	ALL PDI EMPLOYEES
% of people under 30	2	12.69	0	14.32	0	12.07
% of people between the ages of 30 or 50	19.50	43.43	23.53	38.88	29.27	45.17
% of people over 50	78.50	43.88	76.47	46.81	70.73	42.76
% men	54.50	47.64	70.59	36.93	63.41	51.73
% women	45.50	52.36	29.41	63.07	36.59	48.27
% of people with functional diversity	0.50	1.28	0	2.61	2.44	0.77

\* The figures do not include the student representatives on the Senate, because the aim of the table is to compare the composition of employees with the greatest decision-making power to the composition of all employees.

\*\* Rector, vice-rectors, rector's delegates, general secretary and head of cabinet at the rector's office.

Source: Human Resources

The data clearly show that women are under-represented. Also, leading decision-makers (Senate representatives, heads of PAS and members of the governing team) are much older.

Contribution to SDG 16	
	<p><b>Target 16.7</b> The diversity of people with more decision-making power at the UB ensures the adoption of inclusive, participatory and representative decisions. However, work remains to be done in fully achieving this target.</p>

## PAS AND PDI WHO NOTIFIED THE UB OF FUNCTIONAL DIVERSITY IN 2020

	BETWEEN 33% AND 64%		BETWEEN 33% AND 64% WITH THIRD-PARTY HELP		MORE THAN 65%		TOTAL BY GENDER AND AGE	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
<30 years old	5	2	0	0	1	0	6	2
30-50 years old	14	18	1	0	5	5	20	23
51-60 years old	19	36	1	2	2	9	22	47
Total by gender and degree of functional diversity	38	56	2	2	8	14	48	72
<b>Total</b>	<b>94</b>		<b>4</b>		<b>22</b>		<b>120</b>	

Source: Human Resources

In 2020, **120** staff members have notified the UB of their disability. Most of them (**78.33%**) indicated a degree of disability of between 33% and 64%. They amount to **1.35%** of the UB's total workforce of **8,892**, compared to **1.49%** in 2019.

## Contribution to SDG 10



**Target 10.2** The presence of PAS and PDI with functional diversity contributes to empowering and promoting the social and economic inclusion of all.

## REMUNERATION OF WOMEN AND MEN AND GLASS CEILINGS

The table below shows the remuneration for different employment categories of PAS and PDI in descending order of pay. The information is accompanied by the percentage of women and men within each category. As a result, the table helps to identify whether there are any glass ceilings, that is, whether there is a lower percentage of women in the highest-paid employment categories. The categories appear in descending order according to the gross annual salary of full-time employees (active at 31 December 2020). No remuneration linked to seniority or teaching and research merit bonuses is included.

### PAS

CATEGORY	REMUNERATION BY PAY BANDS	MEN	WOMEN	% WOMEN
General Manager	More than 100,000	1	0	0
Directors of areas	Between 90,001.00 and 100,000.00	2	0	0
Directors of areas	Between 80,001.00 and 90,000.00	6	1	14.29
Directors of areas	Between 70,001.00 and 80,000.00	2	3	60
Statutory PAS	Between 70,001.00 and 80,000.00	1	1	50.00
Statutory PAS	Between 60,001.00 and 70,000.00	1	3	75
Directors of areas	Between 60,001.00 and 70,000.00	1	1	50
Non-statutory PAS	Between 60,001.00 and 70,000.00	0	1	100
Non-statutory PAS	Between 50,001.00 and 60,000.00	2	3	60
Statutory PAS	Between 50,001.00 and 60,000.00	6	24	80
Statutory PAS	Between 40,001.00 and 50,000.00	9	24	72.73
Non-statutory PAS	Between 40,001.00 and 50,000.00	38	30	44.12
Non-statutory PAS	Between 30,001.00 and 40,000.00	204	208	50.49
Statutory PAS	Between 30,001.00 and 40,000.00	51	169	76.61
Statutory PAS	Between 21,000.00 and 30,000.00	160	607	79.11
Non-statutory PAS	Between 21,000.00 and 30,000.00	281	306	52.13

Source: Human Resources



## PDI

CATEGORY	REMUNERATION	MEN	WOMEN	% WOMEN
Statutory full professor	47,167.66	317	144	31.24
Non-statutory full professor	46,712.96	34	23	40.35
University full professor	38,343.06	262	301	53.46
Senior lecturer	37,482.04	381	318	45.49
University school professor	37,482.04	4	8	66.67
Foreign adjunct lecturer	37,482.04	1	0	0.00
Assistant lecturer	34,755.70	136	130	48.87
University school senior lecturer	33,051.74	40	40	50.00
Collaborating lecturer on an open-ended contract (PhD holder)	31,766.70	15	29	65.91
Collaborating lecturer on an open-ended contract	29,374.38	6	11	64.71
Postdoctoral researcher SECTI* (UB-specific R&D&I)	26,866.00	3	3	50.00
Trainee research staff grants (APIF)	17,406.48	54	61	53.04

\* SECTI stands for the Spanish system of science, technology and innovation.

Source: Human Resources

As the tables show, men continue to have a notably greater presence in the highest-paid posts, both in PAS and in PDI. As a result, it is necessary to continue working toward the achievement of equality.

# Responsibility to students

[Back to  
p. 118](#)

[Back to  
p. 121](#)



# Cost of studies and grants

## COST OF STUDIES

It is important to bear in mind that the price of university credits are fixed in an annual [Decree on fees](#) approved by the Government of Catalonia.

TUITION FEES	2016-2017	2017-2018	2018-2019	2019-2020
Average price per credit for bachelor's degrees	€ 33.52	€ 33.52	€ 33.52	€ 33.52
Average price per credit for university master's degrees*	€ 43.98	€ 43.98	€ 43.98	€ 43.98

\* This price reflects the application of a discount from the UB Board of Trustees for all master's degrees not leading to professional practice, which has been applied since the academic year 2012-2013.

Source: Office of the Vice-Rector for Students and Language Policy

## GRANTS AND FINANCIAL AID

### Goals CS4 and CS6 of the UB's Agenda 2030

UB grants and financial aid that seek to ensure nobody is forced to abandon university studies on financial grounds contribute to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty (**CS4**), and guarantee equality of access to the UB for economically marginalized people and groups at risk of exclusion (**CS6**).

UB students have access to the following grants and financial aid:

- [For bachelor's degrees](#)
- [For university master's degrees](#)

- [For UB-specific master's degrees or postgraduate courses](#)
- [For doctoral studies](#)

Over the academic year 2019-2020, **19,375** applications were received for **general and mobility grants** for bachelor's degrees, pre-EHEA degrees and diplomas, and university master's degrees. A total of **11,369** grants were awarded, with a total value of **26,963,816** euros.

The table below shows the grant figures over the past academic years:

GRANTS FOR BACHELOR'S AND UNIVERSITY MASTER'S DEGREES IN THE GENERAL CALL AND MOBILITY CALL	2016-2017	2017-2018	2018-2019	2019-2020
Applications	20,466	19,686	19,605	19,375
Grants awarded	11,861	11,869	11,660	11,369
Percentage of successful applications	57.95%	60.29%	59.47%	58.68%


Source: [UB Report on the academic year 2019-2020](#)

Additionally, **16,081** applications for means-tested equity grants were received and **10,484** grants were awarded. These grants reduce enrolment fees for students by **10%** to **80%** depending on which of six means-based categories applies. In addition to the usual grants given by the Spanish Ministry (general and mobility) and the Government of Catalonia (Equitat), the UB has continued to offer its own [bkUB](#) programme, which supports a series of measures intended to prevent financial hardship from being an obstacle to studying at the University. Within the framework of this programme, over **13,000** bachelor's degree students took advantage of flexible payment options and **336** grants were awarded.

BKUB PROGRAMME: GRANTS AWARDED BY TYPE	
Study grants for extraordinary circumstances	57
Repeating subjects	147
University master's degree grants	27
Foreign-language study grants	105
<b>Total</b>	<b>336</b>

Source: [UB Report on the academic year 2019-2020](#)

Also important to mention are the new Connecta UB grants, which are explained in the section [Other support programmes and activities for students](#), and the Master+ UB grant programme intended to attract talent and incentivize scientific vocations within research groups. In total, **38** grants were awarded with a total value of **145,118** euros.

Contribution to SDG 10	
	<b>Targets 10.2 and 10.4</b> The bkUB programme, by preventing anyone from being excluded from the UB on financial grounds, empowers and promotes social and economic inclusion.
	It is also a social protection policy that progressively achieves greater equality.

---

# Students with special educational needs

## Goals CS4, CS5 and CS6 of the UB's Agenda 2030

Reserving places in university master's programmes for students with functional diversity; initiatives to help students with special educational needs to cope with daily life at the UB; actions to facilitate improved academic performance and continued studies, and other support programmes and activities for students (such as the Connecta UB grant programme, the collaboration agreement with the Fundació Gresol Projecte Home, and the grant and placements programme involving the ONCE Foundation, CRUE and PSAU) contribute to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty (**CS4**); guarantee respect for diversity, equality of opportunity and decent work for all groups at the UB (**CS5**), and ensure equality of access to the UB for economically marginalized people and groups at risk of exclusion (**CS6**).

This section addresses students with special educational needs, which may arise for a variety of reasons, such as functional diversity, health problems or other issues.



## NUMBER OF STUDENTS WITH FUNCTIONAL DIVERSITY<sup>30</sup>

	STUDENTS WITH A CERTIFICATE OF DISABILITY		STUDENTS WITH SPECIAL NEEDS, BUT NOT A CERTIFICATE OF DISABILITY*	
	MEN	WOMEN	MEN	WOMEN
Bachelor's degree	277	362	83	154
Master's degree/ postgraduate studies	57	50	9	4
Doctoral studies	23	28	2	1
<b>Total**</b>	<b>355</b>	<b>439</b>	<b>94</b>	<b>159</b>
	<b>794</b>		<b>253</b>	

\* Even though they have confirmed diagnoses and special educational needs (e.g. attention deficit hyperactivity disorder, dyslexia, chronic illness, etc.), they do not have a certificate of disability.

\*\* The total of all men and women with a certificate of disability does not correspond to the sum for the different types of study, because some students pursue bachelor's degrees and master's degrees simultaneously.

Source: SAE

As the table shows, more women (**598**, or **57.12%**) report functional diversity than men (**449**, or **42.88%**) after adding those with and without a certificate of disability. Compared to 2019, the main new feature is an increase in the number of students with special educational needs who do not have a certificate of disability (up from **185** to **253**).

The UB goes beyond reserving **5%** of places in bachelor's degrees for students with a recognized level of disability equal to or greater than 33% as established by Royal Decree 412/2014, because the Governing Council approved extending the 5% reserve to official master's degrees in December 2017.

Other highlights include the activities of units such as [UB Future Students](#). When the UB's academic offering is disseminated and connections are forged with secondary-school students, UB Future Students publicizes the university's student support programmes and helps to connect any students with special educational needs to the people who manage the relevant programmes and can provide guidance and assistance.

<sup>30</sup> The difference between students with or without a certificate of disability is important, because the tally of the former is much more reliable than the tally of the latter, who are only counted when they go to the SAE for assistance.

## INITIATIVES TO HELP STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN DAILY LIFE AT THE UB

Providing assistance to students with special educational needs is the responsibility of the SAE's Integration Programmes Unit. The specific programmes on offer include:

### Fem Via

Aimed at students with a certificate of disability equal to or greater than 33% who need support for their academic activity.

### Avança

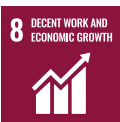
Aimed at students without a certificate of disability, but with special educational needs that have been medically accredited.

- Organization or participation in training, campaigns, studies, workshops, etc. on students' special needs in order to raise awareness and promote best practices in the university community and society at large.
- Hands-on, personalized attention: advice on special resources and procedures, proposals for adaptations or adjustments, provision of resources such as equipment and applications to improve the autonomy of students with special educational needs, support classmates, and sign-language interpreters.
- Promotion of the employability of students with special educational needs in collaboration with entities involved in the area of employability.
- Promotion of physical and digital accessibility.

### Contribution to SDGs 4, 8 and 10



**Target 4.5** The measures and assistance aimed at students with special educational needs help to ensure equal access to education for people with disabilities.



**Target 8.5** The training and hiring of people with disabilities helps them to gain employment and ensures decent work.



**Target 10.2** Providing assistance to students with special educational needs contributes to empowering the social inclusion of all, irrespective of their conditions or circumstances.

## SPECIFIC PROGRAMMES AIMED AT HIGH-ACHIEVING STUDENTS

In some cases, a high level of ability can help students to achieve a high level of academic performance. In other cases, however, such gifts require educational adjustments to ensure that a student's development is adequate. In this respect, high-achieving or gifted students that have special educational needs can also receive help through the SAE's Integration Programmes Unit.

The SAE team not only gives information and advice to such students, but also provides information on their characteristics to teaching staff in order to make it easier to facilitate communication spaces outside the classroom, foster respect and promote divergent thinking, enrich the content on demand and, depending on students' learning styles, recognize the value of individual effort or steer participation toward supplementary activities. All of these measures can help students to achieve their goals at the UB.



## ACTIONS TO FACILITATE IMPROVED ACADEMIC PERFORMANCE OR ENSURE CONTINUED ENROLMENT OF STUDENTS WITH HEALTH PROBLEMS

The Studia Project, which is based on an agreement with Hospital Clínic in Barcelona, is an academic support programme for university students who face long periods of hospitalization or must interrupt academic life on clinical grounds. The project's aim is to help all UB students in situations of these kinds to carry on with their studies. During the first semester of the academic year 2019-2020 (through 31 December 2019), the project has pursued this aim through a variety of academic activities, aid and intellectual support that have been described in the [Report on Sustainability 2018-2019](#). The agreement with Hospital Clínic in Barcelona will be renewed in 2021. As a consequence, it will not cease in 2020 amid the pandemic, when no in-person classes have been held for part of the year.

### Contribution to SDGs 4 and 10

Providing assistance to students with health problems...



**Target 4.5** Ensures access to education for people who are vulnerable for health reasons.



**Target 10.2** Empowers the social inclusion of all, irrespective of their conditions or circumstances.



Back to  
p. 110

Back to  
p. 125

## OTHER SUPPORT PROGRAMMES AND ACTIVITIES FOR STUDENTS<sup>31</sup>

In addition to the previously mentioned programmes, other student support actions have also been carried out in the academic year 2019-2020. They are described below.

### Outgoing and incoming academic placement programmes

The programmes facilitate both the admission of students from other academic institutions who want to do placements at the UB and the management of external academic placements by UB students.

### Connecta UB grant programme

Owing to the obligation of all students to comply with long-term lockdown at home and in order to facilitate equal opportunities, the UB has created the Connecta UB programme, which ensures internet connectivity and the temporary use of laptops for students in financial difficulty. The 3 types of grants provide for the temporary use of a laptop, or access to a basic internet connection (40 Gb monthly), or both together during the second semester of the academic year.

A total of **239** loaned laptops and **129** internet connections have been provided to **311** students.

### Collaboration agreement with Fundació Gresol Projecte Home

The agreement seeks to bring the NGO Projecte Home closer to the UB. The NGO focuses on the prevention and treatment of drug dependency. To this end, it organizes an annual awareness day (**175** people attended in the academic year 2019-2020), fosters volunteerism, provides guidance and treatment to any UB students who seek it, organizes scheduled tours of Projecte Home, and collaborates in UB research projects related to drug dependency.

### Collaboration in the dissemination of materials for the Promotion and Social Development Association

All UB faculties have received graphic material on the El teu punt programme, aimed at encouraging processes of critical reflection on addictive behaviours and fostering preventive messages among peers (the distributed materials include book notes and posters for a video competition about the subject).

### Agreement between the Department of Business and Knowledge and the Catalan universities to foster employment and promote improved employability among young students and university graduates

The aim is to help students and recent UB graduates to find employment. The activities focus on career guidance, the management of university job banks, training on the performance of specific tasks in given workplaces, and advice and training on entrepreneurship, cooperatives and the social economy, as well as the special regime for self-employed people.

### Social Policy and University Admission (PSAU) programme

In operation since the academic year 2011-2012, PSAU is a volunteer programme that promotes university admission among traditionally excluded groups. Since its inception, it has given support to 100 upper-secondary school students from highly complex environments. In the academic year 2019-2020, **15** students from a variety of UB bachelor's degrees have mentored **20** young people in their pursuit of university admission.

### Grant and placements programme of the ONCE Foundation and CRUE

The programme enables university students with a disability to complete external academic placements (both in and outside the curriculum) in order to improve their employability. During the academic year 2019-2020, **5** participating students have completed **three-month** placements.

### Secondary and Upper-Secondary School Debating League

The league promotes students' abilities to use words to defend a position on a current issue in competitive debates against other teams.

During the academic year, the competition addressed the question "Does technology increase happiness?"

A total of **24** schools took part.

### Odisseu Programme for external academic work placements in rural organizations in Catalonia

The programme is promoted by Catalonia's Directorate-General for Youth and Secretariat for Universities and Research to incentivize university students to undertake stays in rural environments. The aim is to foster business competitiveness and encourage young people to return to rural areas and settle there.

\* A total of 50 students expressed an interest in becoming mentors, but priority was given to those studying the same bachelor's degrees or at the same faculties in which participants in the PSAU programme intended to enrol.

\*\* The PSAU programme is overseen by the Faculty of Education at the UB, but the programme's beneficiaries may also enrol at other universities.

### Contribution to SDG 3



**Target 3.5** The UB's collaboration agreement with the Fundació Gresol Projecte Home contributes to strengthening the prevention and treatment of substance abuse and addiction.

31. All of the programmes are run by SAE (with the exception of PSAU, which is run by the Faculty of Education).

**Contribution to SDGs 4, 8 and 10**

The grant and work placements programme of the ONCE Foundation and CRUE...

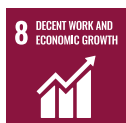


**Target 4.5** Helps people with disabilities to gain access to higher education.



**Target 10.2** Empowers the social inclusion of all, irrespective of their conditions or circumstances.

The training and hiring of people with disabilities...



**Target 8.5** Helps them to achieve employment and ensures decent work.

**Contribution to SDG 10**

**Targets 10.2 and 10.3** The Social Policy and University Admission (PSAU) programme promotes social and economic inclusion and helps to ensure equal opportunity.

**Fulfilment of targets for the academic year 2019-2020**

- The UB has launched Meetup workshops for students with autism spectrum disorder. A total of **10** sessions drew on the participation of **18** students from **13** different departments.
- The UB has improved the terms and conditions for sign-language interpreters who provide services at the UB.
- To raise awareness and give training on disabilities to the university community, the UB has collaborated in the workshop Introduction to Universal Learning Design and Guidance for Teaching Staff on Disabilities and Developmental Disorders. Also, a variety of materials have been prepared for teaching staff, for example, a document on remote teaching and students with special learning needs.
- Within the UNIDISCAT interuniversity technical committee, a working group has been set up to implement measures to resolve specific situations (for example, potential flare-ups at assessment time for students with chronic illnesses or alternatives for students who cannot take part in certain field trips).
- The Covid-19 pandemic has changed the priorities and impeded the provision of personal assistance as a service to students with a high degree of dependence, who have not faced fewer problems even with remote classes.



## Objectives for the academic year 2020-2021

- To develop a new collaboration agreement with the Roure Foundation to move forward with a solidarity programme that gives university students the chance to find accommodation in the homes of seniors at no cost, while also fostering intergenerational relations, exchange and solidarity.
- To promote and facilitate the use of resources to offset the difficulties in accessing information faced by students with hearing impairment amid the current health crisis.

---

# Equality<sup>32</sup>

## Goal CS9 of the UB's Agenda 2030

The Equality Unit, the Third Equality Plan and the protocol against sexual harassment contribute through active programmes to educate and raise awareness among the university community and society at large in relation to equal opportunities for women and men and sexist violence.

The [UB unit dedicated to gender equality](#) works together with the delegate equality committee of the Governing Council and the equality committees in the UB's faculties to promote, coordinate and implement the gender perspective in all activities carried out by the UB in order to achieve equality between men and women in the UB community.

To achieve this goal, the UB has **two** tools: the [Third Equality Plan](#), which was approved in October 2020, and the [Protocol for prevention, detection and action in situations of sexual or gender harassment or in response to other sexist behaviour](#) (now called simply the protocol against sexual harassment), which was approved in 2019 and is now part of the Equality Plan.

The UB began work on the Third Equality Plan based on a diagnosis that identified a need to bring about effective equality between women and men at the UB. The plan has seven key areas of focus, which cover issues that require direct action and encompass the full range of areas in which the gender perspective needs to be applied. Once the plan was drafted, it was made [available to the University community for further contributions](#), then submitted to the Board of Trustees for final approval. However, the first part of the third key area of focus (equality at work) is still under negotiation by a committee, and the content of the agreement

Back to  
p. 45

---

32. Even though the Equality Unit appears in the section [Responsibility to Students](#), UB employees can also make use of its services.

reached by the committee will be automatically incorporated into the plan. The plan, which will take effect for **4** years, provides for a monitoring committee, which will prepare an annual monitoring report on the plan's application.

The main aims of the protocol against sexual harassment are prevention, assistance and guidance to people who have been the subject of harassment or sexist behaviour. The protocol ensures that thorough and confidential help is provided and offers victims fast channels to resolve any problems they may face. In other words, it responds with protection for anyone affected and it punishes harassment on the basis of sex, gender, gender identity or sexual orientation. It also clarifies the models for action and the competences of the people and/or bodies involved when situations of this kind are detected at the UB.

In the academic year 2019-2020, the Equality Unit has carried out other initiatives as well. In the context of Spain's national pact against gender violence, the Equality Unit has continued to offer training to the university community in order to equip PDI, PAS and students to apply the protocol against sexual harassment, among other things. Within the framework of the national pact, the Equality Unit has also run courses to educate and raise awareness among the university community on the prevention of sexist violence. In addition, the second call has been held for the Clara Campoamor and Rosalind Franklin prizes for the best TFG and TFM, respectively, with a gender perspective. The campaign to rename UB classrooms with the names of distinguished women has continued. A new series of UB [Debates on feminism\(s\)](#) has been launched. Lastly, a working group of the Equality Committee has prepared and administered a survey on the effects of Covid-19 on work-life balance and co-responsibility.

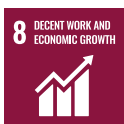
In addition, the UB has carried out the customary tasks of attending to and assisting the entire community as a comprehensive protection measure against gender violence. The UB has disseminated teaching and research activities to promote the gender perspective and taken part in networks that help to optimize resources and share in initiatives and activities.

#### Contribution to SDGs 5, 8 and 10

The Equality Unit, the Equality Plan and the protocol against sexual harassment...



**Target 5.1** Collaborate to end all forms of discrimination against women.



**Target 8.8** Foster a safe and secure working environment.



**Target 10.2** Promote social inclusion.



### **Fulfilment of targets for the academic year 2019-2020**

- As planned, the UB's Third Equality Plan has been approved.

### **Objective for the academic year 2020-2021**

- To create a prize for the best doctoral thesis with a gender perspective.

### **Objectives for the academic year 2021-2022**

- To reach consensus on the third key area of focus in the Third Equality Plan, which as noted earlier refers to equality at work and is now under negotiation.
- To prepare a specific protocol against "LGBTI-phobia" or improve the current one in order to set out the actions needed to prevent and eliminate LGBTI-phobia behaviours and to include elements of intersectionality.

# Ombuds Office<sup>33</sup>

Back to  
p. 26

Back to  
p. 174

The [Ombuds Office](#) is responsible for upholding the rights and freedoms of the student body, teaching and research staff and administrative and service staff before the various entities and services of the UB. It also acts in the permanent provision of information regarding the functioning of the UB.

## Queries received and cases addressed

In the academic year 2019-2020, the Ombuds Office has responded to **113** preliminary queries. Of these, **110** have turned into formal complaints that the Ombuds Office has addressed.

CASES ADDRESSED*	2016-2017	2017-2018	2018-2019	2019-2020
Total cases	94**	161	127	110
Percentage of cases resolved	96.8	94.41	89	90
Teaching and research staff (PDI)	13	18	18	19
Administrative and service staff (PAS)	7	28	11	3
Students	74	84	92	73
Other	—	31	6	15
Women	59	93	72	61
Men	31	65	51	41
Group cases	1	4	4	8

\* The total number of men and women does not coincide with total cases in any of the four academic years. This is because of group cases (where more than one person has submitted a complaint about the same

33. Even though the UB's Ombuds Office appears in the section [Responsibility to Students](#), UB employees can also make use of its services.



issue): each group case is regarded as a single case and is only categorized by gender if all members of a group have the same gender (this has happened only once, specifically in the academic year 2017-2018). The remaining group cases have not been included in the figures by gender because the group members do not all have the same gender. For example, in the academic year 2019-2020, the total number of men and women is **102** instead of **110**, because there are **8** group cases. When categorizing the cases as PDI, PAS or students, the issue of group cases has not raised any problems, because all of the people involved are part of the same group.

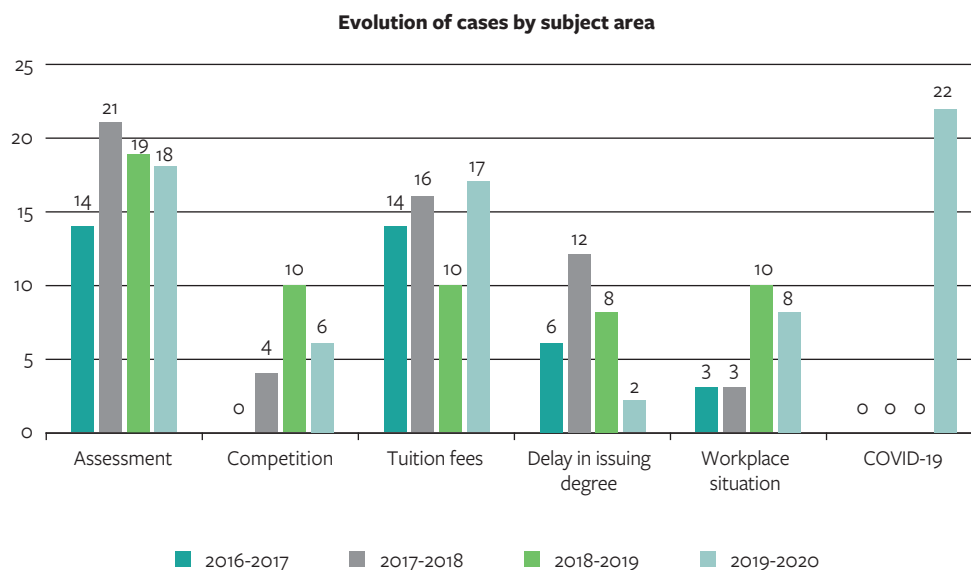
\*\* During the academic year 2016-2017, the criterion was different: group cases were counted in the total as though they were multiple cases. That is, if **3** people submitted a group complaint, it was counted as **3** cases instead of **1**, which differs from the criterion applied in subsequent academic years.

Source: Ombuds Office

As in previous years, the group that used the Ombuds Office by far the most in the academic year 2019-2020 is students (**66.36%**). PDI ranks second, accounting for **17.27%** of cases.

In the case of gender, the percentage of women (**55.45%**) who contact the Ombuds Office is greater than the percentage of men (**37.27%**). Group cases account for **7.27%** of all cases.

## Types of dispute



During the academic year 2019-2020, the subject of the cases varies widely. However, the most prominent issues concern the pandemic (**22**), assessment (**18**), tuition fees (**17**), workplace situations (**8**) and competitions (**6**). The bar chart also shows the subject of delays in issuing degrees, which was quite significant in previous years.

## Resolution of cases

Of the **110** total cases, the Ombuds Office has referred **39** because the individual involved had not gone formally to the competent authority (before coming to the Ombuds Office, it is necessary to exhaust all formally established avenues). In **24** of the cases addressed, the Ombuds Office ruled in favour of the individual filing the complaint. Of all the cases addressed, **90%** have been resolved in some way.

### Contribution to SDG 16



**Target 16.6** The UB's Ombuds Office seeks to protect the rights and freedoms of students, PDI and PAS, contributing to the development of a more effective, accountable and transparent university at all levels.

## Objective for the academic year 2020-2021

- To disseminate information about the Ombuds Office so that it becomes better known among the university community and everyone knows the services on offer.

# **Responsibility to the environment**



# University impact on local environment


The University of Barcelona has 7 campuses and 9 affiliated centres located in the city of Barcelona and its environs.

Many of the facilities and services offered by the UB to the university community are also open to the public. In this respect, a member of the public can take advantage of the services offered by UB Sports, the School of Modern Languages, and Publications and Editions, though rates and fees for the public are different from the rates and fees for the university community. The UB's libraries are also open to the public, but the public does not have access to all library services and use of the libraries may be limited only to members of the university community at certain times of the year (such as exam periods).

The UB also runs a variety of programmes that have an impact on the surrounding environment beyond the university community. For example, the UB offers [cultural activities](#) that are open to the public, runs a [Social Policy and University Admission \(PSAU\) programme](#), engages in many programmes through the UB Solidarity Foundation, and carries on activities in the context of the UB Healthy University.

For much of 2020, however, the Covid-19 pandemic has shut down some of these services and programmes, both to the university community and to the public at large.

**Contribution to SDG 11**



**Target 11.1** By opening the UB's libraries and sports facilities to the public, the institution is collaborating to ensure access for all to adequate, safe and affordable basic services.



## INFRASTRUCTURE

UB INFRASTRUCTURE	
Faculties	16
Affiliated centres	9
Departments	60
The UB Library	16
Constructed area	682,107 sq m
UB research institutes	15
Halls of residence	4

Source: [UB Report on the academic year 2019-2020](#)

HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2016-2017	2017-2018	2018-2019	2019-2020
Places offered by the UB*	848	836	836	1,331
Places filled	844	818	812	922
% occupancy	99.53	97.85	97.13	69.27

\* In the academic years 2015-2016 and 2016-2017, 39 additional places were reserved for temporary stays, which had a degree of variable occupancy.

Source: *Common Services and UB Group*

The occupancy rate of the **4** halls of residence – Sant Jordi, Penyafort-Montserrat, Ramon Llull and Dolors Aleu – has fallen sharply with respect to previous years. This is due above all to the low occupancy rate in the Dolors Aleu hall of residence (**26.73%**), which was opened during the academic year. Refurbishment was completed shortly before the start of the academic year, leaving little time to promote the new facility to students.

**COST OF MAINTENANCE AND MODERNIZATION  
OF INFRASTRUCTURE IN 2020\***

€ 10,370,608.75

\* Provisional data at 19 April 2021.

Source: *Finances*

ASSETS	2017	2018	2019	2020*
Income from sales	0	0	0	€ 1,500.00
Spending on acquisitions	€ 8,508,632.23	€ 9,902,350.19	€ 8,951,504.54	€ 12,125,272.00

\* Provisional data at 19 April 2021.

Source: *Finances***Fulfilment of targets for the academic year 2019-2020**

- The Dolors Aleu hall of residence has started operations, adding **505** new places.

**Objectives for the academic year 2023-2024**

- To open a new hall of residence for students on the Bellvitge Health Sciences Campus, on land transferred to the UB by the L'Hospitalet de Llobregat municipal government.

---

# The University as an opinion- and debate-generating space

The UB actively pursues its role as a key institution in Catalan society that generates opinion and facilitates rigorous debate on current issues.


## UB EXPERT GUIDE

Since 2005, the UB has produced an [Expert Guide](#), which is now available to media outlets and members of the public to inform them of which members of the UB's teaching staff to contact on any subject that they may wish to address. At present, the Expert Guide lists **928** UB experts and **304** journalists are accredited to use it.

## UB DEBATES

In 2018, the UB took an important step in assuming its role as an opinion and debate-generating space through the organization of a series called [UB Debates: Catalonia and Spain](#). As a continuation of the series, **3** new debates have been held in the academic year 2019-2020: "The verdict of the Supreme Court: a legal analysis", "The role of the media in the challenges facing democratic societies", and "Catalonia, a plural society: fractured?" In addition, a second series has been launched in 2020 under the name [UB Debates: Feminism\(s\)](#). As part of the new series, **1** debate has taken place: "The gendered brain: how the world changes our brain and determines our thinking".

Admission to the debates is free, although capacity is limited. All sessions are streamed on the UB's YouTube channel and information is available through the hashtag #DebatsUB.



Back to  
p. 119

### **Fulfilment of targets for the academic year 2019-2020**

- The UB has organized a debate called “Politics: The place to resolve conflicts”.
- The UB has launched the UB Athenaeum.

### **Objectives for the academic year 2020-2021**

- The first target from the [last report](#) remains in place, but the target to initiate a series of UB Debates on the subject of feminism(s) has been met, given that an initial debate has taken place during the academic year 2019-2020.
- To publish a collection with all the contributions made throughout the debate series UB Debates: Catalonia and Spain.

---

# Solidarity

## Goals CS1, CS2, CS3 and CS4 of the UB's Agenda 2030

Through its activities, the UB Solidarity Foundation contributes to the promotion and expansion of international cooperation towards the achievement of the SDGs (**CS1**); promotes education and increased awareness among the university community and society at large in sustainability, human rights, the culture of peace and global citizenship (**CS2**); facilitates the safe, orderly migration of people who are forced to flee their countries, seek asylum or face similar situations (**CS3**), and contributes to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty (**CS4**).

The [UB Solidarity Foundation](#) was set up in 1996 to promote and support initiatives that focus on solidarity and social action at the national and international levels. The actions of the UB Solidarity Foundation fall under the UB's commitment to Agenda 2030 established by the United Nations. Its activities in 2020 are organized into four chief areas of work, which are set out in detail below.<sup>34</sup>

## EDUCATION PROJECTS FOR PEACE AND GLOBAL CITIZENSHIP

### **“Interdependent, jointly responsible”: Agenda 2030 as a resource for research in upper-secondary schools**

In 2020, the project has pursued a variety of activities:

- Sending informational posters about the project to **258** public upper-secondary schools.

---

34. A link is provided for anyone seeking more detailed information about projects described in previous sustainability reports. For a more detailed description, see the [report on activities in 2020](#).



- Conducting **6** workshops on research for sustainable development in **2** public upper-secondary schools in the province of Barcelona (which attracted the participation of **165** students in total).
- Giving a training workshop attended by **33** teachers.
- Publishing **15** student projects on the human rights website [Mapamundi dels Drets Humans](#), which had **1,727** visits in 2020.
- Putting on the project's final exhibition in **12** libraries in the province of Barcelona to inform the public about Agenda 2030 and disseminating the exhibition through the libraries themselves and through municipal websites, local media and social networks.

### **Research for global citizenship: Programme to support research projects in upper-secondary schools**

The results for 2020 include:

- The participating upper-secondary schools have not only given support to their students' research, but also scheduled training for their teachers.
- The project has reached **9** upper-secondary schools in the city of Barcelona and delivered **15** workshops on research for human rights (drawing on the participation of **281** students in their first year of upper-secondary school, **85** of which have asked for guidance in dealing with human rights in their research projects). In addition, the project has completed **4** school assessments, **1** training workshop for teachers and **1** pilot of a new tool (FAR) designed by the UB Solidarity Foundation for the purposes of formative, competence-based evaluation of research projects. Lastly, the project has resulted in the creation and publication of **11** new research proposals on global justice at [recercapau.ub.edu](#).
- The project has reached **4** upper-secondary schools in other cities and towns in the province of Barcelona, where **22** workshops on research for human rights have taken place (drawing on the participation of **308** students in their first year of upper-secondary school, **178** of which have asked for guidance in dealing with human rights in their research projects).

### **Fifteenth Research Prize in Peace for upper-secondary school research projects**

The prize seeks to promote education in peace among upper-secondary schools from the perspective of research. In 2020, students in **20** municipalities in Catalonia have submitted a total **27** research projects. A prize of **500** euros is awarded to the winning student and their school, and there are special mentions that do not garner prize money.

### **First Prize for Posters on Sustainability and Human Rights**

The [competition](#), which has a prize purse of **2,000** euros, has drawn submissions from **28** UB students and teaching staff.

### **Workshops on Comics for Human Rights and Global Citizenship**

A total of **4** workshops on comics have been held at a school in Castelldefels, drawing on the participation of **100** students in total.

### **Workshop on Migration, Refugees and Co-existence through Comics**

Through the vehicle of comics, **88** students at a secondary school in Garraf have analysed conflicts that have an impact on protecting the right to migrate and the right to asylum. The workshop has taken place in collaboration with the Garraf Programme for Peace, run by the Garraf district council.

### **Projecte Prometheus (Prometheus Project)**

Since the academic year 2018-2019, the project has expanded to other neighbourhoods and localities beyond Barcelona's Raval neighbourhood. In 2020, the project has celebrated the first young Prometheus graduate.

### **Intelligent decisions: Research on the use of artificial intelligence in debates and participatory budgets**

## **PROJECTS TO PROMOTE AND DEFEND HUMAN RIGHTS, DEMOCRATIC MEMORY AND A CULTURE OF PEACE**

### **UB support programme for refugees and people fleeing conflict zones**

The programme, which was instigated in September 2015, has continued to move forward. For example, it has run the third edition of a course on transitioning to bachelor's degrees and training in human rights for students who are refugees from conflict zones.



## **Vies Segures i Alternatives (VISA) for refugee students**

An agreement has been reached between the University of Barcelona and the Barcelona municipal government to welcome students from conflict zones (primarily Syria) and to help them through the processes of enrolment, finding accommodation, starting their transition course, completing their civil registration and renewing their identity documents. The study grant associated with the agreement has been given to **15** young people, but because of the pandemic-related halt in visa processing and travel, only **10** have been able to attend the transition course in Barcelona, which has had to be delivered online in any event.

## **Municipal support for the shelter of refugees and people fleeing conflict zones**

### **UNI(di)VERSITY**

This new project, launched in 2020, seeks to have an impact on institutional strategic planning at the UB in order to advance the inclusion of migrants and refugees in higher education institutions.

### **Include Me: Inclusion Through Mediation**

This project, which came out of a consortium of **6** entities (including the UB Solidarity Foundation) that all specialize in education, migration and inclusion in various countries, seeks to train students, activists and migrants to become mediators in their communities.

### **SMILE**

This project, which is sponsored by the European University Continuing Education Network (EUCEN), seeks to implement innovative methods and practices to foster inclusive education and promote shared values. The project focuses on **3** categories of disadvantage as its central pillars: migrant backgrounds, women in university leadership, and university admission for socially disadvantaged groups.

## **Creating community and promoting social integration between refugees and their host community through physical activities and sports**

This project, approved by the European Commission in 2020, works for the inclusion of refugees through physical activities and sports.

### **WAHDA**

Led by NOVACT, this project seeks to strengthen the role of civil society in Tunisia in order to safeguard civil and political rights and promote social cohesion, while also making progress on the Covid-19 crisis and improving the country's political transition and regional stability.

- [Observatory on Human Rights and Conflict](#)
- [European Observatory on Memories](#)

In 2020, there are **52** members in **22** countries.

- [Shared development of projects on the subject of democratic memory in Barcelona](#)

#### Contribution to SDGs 4 and 10

The UB's support programme for refugees and people fleeing conflict zones...



**Target 4.5** Helps to ensure equal access to university education for the vulnerable.



**Targets 10.2 and 10.3** Empowers and promotes social and economic inclusion, and helps to ensure equal opportunities and reduce inequalities.

## PROJECTS ON DEVELOPMENT COOPERATION AND UNIVERSITY TRAINING FOR DEVELOPMENT COOPERATION

### [Edible Cities Network: Integrating Edible City Solutions for socially resilient and sustainably productive cities](#)

#### Contribution to the durable management of water resources in Saint-Louis (second phase)

In 2020, the project has created content for interuniversity training to address the sustainable management of water resources in urban settings.

#### Implementation of the peace accords in Colombia: For a genuine, stable, lasting peace

This international cooperation programme is carried out in collaboration with the Catalan Association for Peace.

#### Training project in development cooperation

In 2020, the UB Solidarity Foundation's activities include:

- Jointly organizing the nineteenth edition of the Master in Globalization, Development and Cooperation (**24** students).
- Jointly organizing the seventh edition of the pre-service university extension course for specialists in the maintenance of urban gardens, composting centres and green space (**10** students), which is designed to promote the social and labour market integration of homeless people.



- Jointly organizing the third edition of the university extension course on social and community cooking (**15** students), which is aimed at young people who face special difficulties in achieving social and labour market integration, predominantly in the northern part of the Barcelona neighbourhood of Nou Barris.
- Participating in the advanced university course “Technopolitics and Rights in the Digital Era” (**31** students).
- Participating in the seminar “Inequality and Poverty: Towards a Worse World?” (**42** students).

#### Contribution to SDG 1



**Target 1.a** The development cooperation projects of the UB Solidarity Foundation help to provide adequate means for developing countries to implement programmes and policies to end poverty.

## SOCIAL ACTION PROJECTS

- [Social and educational intervention in the northern part of the Nou Barris district](#)
- [Tardor Solidària \(Autumn for Solidarity\)](#)

Because of the pandemic in 2020, the activities programme has been severely limited to a small number of virtual events.

In addition, the UB Solidarity Foundation has carried out other activities that do not fall within its four chief areas of focus. They include services to provide technical assistance in the area of cooperation; education for peace and social action in public administrations; a call for financial assistance for PAS members at the UB who are taking care of dependent minors with some degree of disability (resulting in **35** grants worth a total of **47,120** euros in 2020), and an agreement with the Formació i Treball Foundation to promote the employment of people at risk of exclusion.

## Contribution to SDGs 10 and 11



**Targets 10.2 and 10.3** The social action projects of the UB Solidarity Foundation help to empower and promote social and economic inclusion, ensure equal opportunities and reduce inequalities.



**Target 11.1** The social and educational intervention in the northern part of the Nou Barris district contributes to ensuring access to adequate, safe and affordable housing and basic services to improve the neighbourhood.

## Contribution to SDGs 4 and 17

Many UB Solidarity Foundation projects and initiatives...



**Target 4.7** Involve training on human rights, the promotion of a culture of peace and non-violence, and an appreciation of cultural diversity, which contributes to learners acquiring the knowledge and skills needed to promote sustainable development.



**Target 17.16** Involve cooperation with a wide range of associations, entities, etc., which enhances the global partnership for sustainable development.

## Fulfilment of targets for 2020

- The website of the [UB Solidarity Foundation](#) links all of its activities to the SDGs to which they contribute.

---

# Culture

## Goal CS10 of the UB's Agenda 2030

The activities of the Office of the Vice-Rector for Arts, Culture and Heritage that are described below contribute to the protection and safeguarding of the cultural and natural heritage of the UB's environment.

The Office of the Vice-Rector for Arts, Culture and Heritage has continued to pursue a policy of revitalizing and disseminating the UB's cultural heritage, taking part in a wide range of cultural activities in an organizational capacity or in collaboration with others. The vast majority of these activities are free and open to the general public. The pandemic, however, has halted or limited a number of activities, such as the dance performances originally planned for the **Tenth Contemporary Dance Season**, which was cancelled, and the theatre performances of the **Aula de Teatre**.

### CULTURAL ACTIVITIES

- As part of the **33rd Season of Music at the University**, the UB scheduled **18** concerts, but only **8** were held because of the Covid-19 pandemic. A total of **3,500** members of the public attended.
- The UB has collaborated in the concert *Música per la vida i la dignitat*, organized by the UB Solidarity Foundation and the Barcelona municipal council.
- Lastly, **2** audiovisual recordings have been made (one of music and one of singing) in order to edit a video to project and broadcast during the inaugural session of the academic year 2020-2021.

Back to  
p. 125

Despite the pandemic, however, it has been possible to carry out a variety of activities related to the conservation, analysis and dissemination of the UB's heritage.



#### ACTIVITIES LINKED TO THE UB'S HERITAGE

- The UB has organized **8** exhibitions.
- The UB has taken part in an exhibition on Baroque artisans and the art of Cervera, lending the UB's ceremonial maces to the Cervera museum, where the show was put on.
- The **Fourth Workshop on Cultural Management at Universities** organized by the Vives University Network has taken place. Workshop attendees debated the human heritage of universities and agreed on a charter for universities and culture, which will be approved in 2021.
- A project has been launched to unify the catalogues of the UB's collections in order to make it faster and easier to work on and disseminate the UB's cultural heritage.
- The UB has given **55** guided tours of the Historic Building (**1,653** attendees) and **4** combined tours of the Historic Building and the Seminari Conciliar of Barcelona (**114** attendees).
- The UB has organized **4** tours of the Faculty of Medicine and Health Sciences (**81** attendees) and **5** tours of the Pedro i Pons Estate (**97** attendees).
- The UB has prepared a schedule of activities for the [Vallmitjana Year](#) (such as walking routes through the historic centre of Barcelona and the cemetery of Poblenou), which have drawn a total of **800** attendees.
- The UB has carried out restoration and preventive conservation on works of art on display in the Sala de juntes in the Historic Building.
- The UB has given **14** guided tours of paintings on loan from the Prado Museum to the UB (**300** participants).
- The UB has delivered the course "Davant de l'obra" (**2** in-person sessions with **64** people and **6** online sessions), featuring several specialists from the art world who have been invited to talk about artworks on loan from the Prado Museum to the UB.

\* This charter will define the policies needed to consolidate university activity in the area of culture and heritage.

The website [Soc cultura](#), which has posted over **300** news items on UB exhibitions, musical events, guided tours and other cultural activities, and the [UB's Virtual Museum](#), which disseminates the leading heritage collections of the institution, have carried on the important work of disseminating the UB's culture and heritage.

It is also important to highlight activities to disseminate the UB's heritage collections through digital resources, such as the internet and social media, in response to limitations imposed by the pandemic.

#### Contribution to SDG 11



**Target 11.4** The cultural promotion and conservation activities carried out by the Office of the Vice-Rector for Arts, Culture and Heritage help to preserve and safeguard cultural heritage.

## Objectives for the academic year 2020-2021

- To develop a new partnership with collaborating musical groups in order to offer an attractive programme of music.
- To implement a new catalogue and document management system for the UB's heritage collections in order to systematize, expand and reorganize them for more efficient use.
- To create a new Virtual Museum with a website that is more modern and has new and exciting features, with the aim of promoting the dissemination of the UB's cultural assets to the general public.
- To work on updating the UB's catalogue of paintings, which came out in 1980 and would benefit from a new version.
- To restore the clock tower of the Historic Building and permit access.
- To create a collegiate body that will take responsibility for the comprehensive plan and rules of use for the Ferran Soldevila Garden, and monitor the various measures carried out in the garden.

## Fulfilment of targets for the academic year 2019-2020

- The target to implement a project on [human heritage](#) has been met by collecting information from the UB's centres on spaces named after UB women and men.
- The lockdown has not permitted the publication of the English version of the virtual tour of the Historic Building or the publication of the volume on the Vallmitjana brothers and modern sculpture in Catalonia entitled *Els germans Vallmitjana i l'escultura moderna a Catalunya (1850-1930)*.
- The UB has laid the groundwork for tools that will permit comprehensive management of the Ferran Soldevila Garden, holding meetings and preparing documents that will serve as the basis for the garden's definitive rules of use.

---

# Volunteering

Goal CS4 of the UB's Agenda 2030
UB volunteering contributes to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty.

[UB Volunteering](#) seeks to promote the values of solidarity, commitment and empathy among the university community, while encouraging social participation to involve everyone in the building of more just society. UB Volunteering serves as a bridge between members of the university community and third-sector entities with which the organization collaborates and which need volunteers to help with their activities.

## SUMMARY OF ACTIVITIES IN 2020

Volunteering activities have been severely affected by the Covid-19 pandemic, which has forced suspension of the programme's normal activity of calling for volunteers and organizing campaigns. As a result, volunteering has been restricted to online efforts in order to comply with the prevention measures enacted by the UB. In the periods before and after lockdown, however, it has been possible to carry out a number of activities:

PARTICIPATION (FIRST QUARTER OF 2020, PRIOR TO COVID-19)	
Organizations with which UB Volunteering has collaborated	13
Activities	1
Volunteers	25
Total social impact (people benefiting)	125

Source: UB Volunteering



In addition, a donation of **1,968** euros has been made to the Magic Line Sant Joan de Déu.

Lastly, a call for volunteers has gone out from the group Roses en Confinament to take part in a campaign to deliver roses in solidarity to hospitals on St. George's Day.

#### Contribution to SDG 10



**Targets 10.2 and 10.3** The volunteering activities of the UB and members of the university community help to empower and promote social and economic inclusion and reduce inequalities.

---

# Alumni

[UB Alumni](#) is a service created to enable everyone who has been part of the UB to maintain their association as members of the university community.

Membership in UB Alumni is available to former students who have obtained a UB degree (*licenciatura* degree, bachelor's degree, postgraduate degree or doctoral degree), former students who have studied at the UB but not obtained a degree, PAS and PDI members (regardless of whether they have studied at the UB), and staff who work in any UB Group organization.

The UB values the experience of all these people and seeks to encourage their ongoing connection as members of the UB community in order to grow and improve as an institution. At the same time, the UB wants to help them in their pursuit of lifelong learning and in their professional careers.

The Alumni Council<sup>35</sup> (which has **50** members in 2020) works together with an administrative support unit to coordinate UB Alumni. Along with **10 clubs**<sup>36</sup> created by members (up from **9** in 2019), UB Alumni offers a variety of activities and services. Highlights include services in career development and employability, such as career guidance, a job bank and events to enhance competences.

---

35. The Alumni Council is made up of former students who have led distinguished careers and can contribute to enhancing the quality and excellence of the UB.

36. The Alumni Clubs are groups of former students who share the same sector or functional interests and concerns or, in some cases, who reside in the same area. They promote the creation of professional networks and organize leisure activities, such as dinners and outings.

## ACTIVITIES

In 2020, UB Alumni has organized **45<sup>37</sup>** activities (compared to **86** in 2019) that fall within two overarching groups: activities organized as part of one of the subject clubs (e.g. film societies, cultural visits, lectures on current issues, and talks) and activities associated with the development of members' professional careers and employability, including informational days, company presentations, attendance at fairs, information about job portals, talks, and activities connected to the job bank, such as the review of CVs, career guidance and enhanced professional competences.

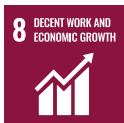
### Development of professional careers and employability

Activities related to career development and employability can be divided into three areas: group activities that provide knowledge to enhance employability, efforts to build the job bank, and individualized career guidance.

	2017	2018	2019	2020
Group activities to enhance employability	13	16	20	8
Open positions advertised in the job bank	2,519	2,527	2,394	1,129
Individualized career guidance	45	156	148	90

Source: UB Alumni

In response to the pandemic, UB Alumni has moved its activities online wherever feasible. Even so, however, it has not been possible to achieve the figures reached in previous years.

Contribution to SDG 8	
	<b>Target 8.5</b> UB Alumni contributes to employment through activities to enhance employability, the job bank and personalized career guidance.

### Fulfilment of targets for 2020

- It has not been possible to meet the target to increase UB Alumni's career guidance activities and training for new graduate members, or to meet the target to increase the number of members. The reasons for these failures are the pandemic, which has affected all activities since March 2020, and the impossibility of filling a post intended to address career guidance and job mediation.

### Objective for 2021

- To incorporate the mentoring programme as a new activity.

37. While **54** activities were originally scheduled, the pandemic forced some cancellations.

---

# University of Experience

Since the academic year 2010-2011, the [University of Experience](#) has offered a series of university courses aimed at learners aged fifty-five years and older. The programmes have a duration of one or two academic years and some programmes offer a further year. The subjects are taught by UB teaching staff. A mixed learning model is used: specific subjects are combined with optional subjects taken from bachelor's degree programmes in the various departments affiliated with the training programme.

The University of Experience performs an important social duty, because it does not require any prior training or education for admission: it offers university training and promotes culture among older members of society, it facilitates the integration of older people in the sociocultural context of the institution, it encourages inter-generational communication through university studies, and it offers a meeting place where students can share a new cultural experience.

The University of Experience also offers an opportunity for part-time and retired UB teaching staff to stay involved in the institution's projects. In the academic year 2019-2020, the University of Experience has drawn on the participation of **302** members of the teaching staff (**52.64%** men and **47.35%** women).

## COURSE OFFERING AND PARTICIPANT NUMBERS

EVOLUTION OF NUMBER OF PROGRAMMES, COURSES AND STUDENTS				
	2016-2017	2017-2018	2018-2019	2019-2020
Programmes	12	12	13	14
Courses	29	30	33	32
Students	1,249	1,301	1,414	1,512

Source: University of Experience

The University of Experience offered a total of **32** courses in **14** programmes during the academic year 2019-2020. The number of courses is greater than the number of programmes because some programmes offer advanced courses. The total number of students is **1,512**, of which **870** (**57.54%**) have started a programme and **642** (**42.46%**) have embarked on the second year of a programme or taken an enhancement course.

## COMPLEMENTARY ACTIVITIES

In addition to its programmes of study, the University of Experience also organizes activities that are open to the general public. This year, the activities have included a choral group, theatre, language courses, physical activity, chi kung, Music at the Conservatory, and library tours (specifically, guided visits of the CRAI historical archives, where document conservation techniques, for example, are explained).

### Contribution to SDG 10



**Target 10.2** The courses and activities of the University of Experience empower and promote the social inclusion of seniors.

## Fulfilment of targets for the academic year 2019-2020

- A new programme has been created on Law and the Social State.
- The target to establish a senior postgraduate diploma<sup>38</sup> has not been met because of a change in priorities: it was decided instead to rethink the entire programme of existing courses and create a more homogeneous structure.
- The UB has met the target to establish tailored sessions for first-year students to inform them of some of the virtual tools available through the CRAI library system, but the initial idea of focusing only on first-year students has been modified and the sessions have instead been expanded to all students. Three sessions have been held: one in the [restoration workshop](#), one in the [Rare Book and Manuscript Library](#) and one in the [Pavelló de la República](#).

## Objectives for the academic year 2020-2021

- To create new programmes and also new courses in a number of existing programmes.
- To offer new tailored optional courses in some specialities.
- To organize new complementary activities.

<sup>38</sup> The senior postgraduate diploma was originally planned to cover various programmes in the University of Experience from a transversal perspective.

---

# Suppliers

<b>Goal CA8 of the UB's Agenda 2030</b>
The environmental criteria that guide UB procurements contribute to the promotion of green purchasing and responsible consumption within the university community.

The UB tender procedure and its transversal conception of public procurement are described in the [Report on Sustainability 2018-2019](#).

## PROPORTION OF SPENDING ON LOCAL SUPPLIERS

Defining local suppliers has been done on three levels. First, the total amount in euros spent on Spanish suppliers has been compared with the same figure for foreign suppliers. Second, the amount spent on Catalan suppliers has been compared to the amount spent on Spanish suppliers. Third and last, the spending on suppliers in the province of Barcelona has been compared to the same figure for the whole of Catalonia. The table below sets out the figures and shows that the university's spending is highly local. The percentage of the UB's total spending in the province of Barcelona (**72,543,757.96** euros) stands at **54.04%**.



SPENDING ON SUPPLIERS IN 2020 (EUROS)*			
	€	%	TOTAL (€)
Spanish suppliers	68,012,411.51	93.75	72,543,757.96
Suppliers outside Spain	4,531,346.45	6.25	
Catalan suppliers	42,222,625.36	62.08	68,012,411.51
Suppliers from the rest of Spain	25,789,786.15	37.92	
Suppliers from the province of Barcelona	39,201,727.73	92.85	42,222,625.36
Suppliers from the rest of Catalonia	3,020,897.63	7.15	

\* The information comes from invoices logged on the UB's accounting and financial software throughout 2020. Excluded are invoices corresponding to water (**562,450.47** euros) and electricity and gas (**6,391,134.21** euros), which together come to a total of **6,953,584.68** euros.

Source: Purchasing Unit

## SOCIAL AND ENVIRONMENTAL ASSESSMENT OF SUPPLIERS<sup>39</sup>

In 2020, the percentage of suppliers with UB contracts that have been assessed and selected using environmental criteria stands at **26.35%**. The criteria have been applied to suppliers in three ways: (a) requirements for sound environmental management (the UB can require suppliers to have, for example, the ISO 14001 certification on environmental management); (b) eval-

39. The information in this section includes all tenders awarded in 2020 (a contract is formally awarded when a decision is reached on the company that will supply the product), except in the following instances:

- It does not take into account **30** tenders based on framework agreements that involve the UB but have been closed by other institutions.
- It does not include extensions or modifications to contracts awarded prior to 2020.
- It does not contain information on minor contracts, which are contracts lower than 40,000 euros in the case of building works and lower than 15,000 euros in the case of services and supplies.

uation criteria (suppliers who meet certain criteria, such as using recycled materials, are awarded additional points), and (c) special performance conditions related to social and/or environmental aspects (the UB can require that the contracted good or service meets a given social or environmental condition).

Social and environmental assessment has been especially prevalent in building works projects (84.6% take into account social and/or environmental criteria). In the case of contracts for services and supplies, the percentage falls to approximately 20%.

#### Contribution to SDGs 8 and 12



**Target 8.4** The UB's high percentage of consumption of local products (66.95% of spending is done in the province of Barcelona) contributes to high global efficiency in the consumption of natural resources.



**Target 12.7** The assessment and selection of suppliers based on social and environmental criteria is a clear practice of sustainable public procurement.

### Fulfilment of targets for 2020

- The target has not been met. This is the result of an increased number of tenders awarded through a simplified shortened open procedure (POSA, in Catalan) and of tenders awarded through a negotiated procedure without a public call (PNSP, in Catalan). These two groups account for nearly 40% of all tenders awarded in 2020. The POSA tenders only adjudicate the best economic bid, while the PNSA tenders do not easily cover other criteria.

### Objective for 2021

- To gradually incorporate social and/or environmental criteria in POSA and PNSP tenders.



---

# COMMITMENT TO THE ENVIRONMENT

---

Back to  
p. 14



---

# Key environmental actions taken by OSSMA

Throughout 2020, the activities of [OSSMA's](#) environmental unit have been severely disrupted by the Covid-19 pandemic, forcing the postponement of projects that involve hands-on action. Only in some cases has it been possible to carry out activities remotely or with very limited hands-on involvement.

Goal CA3 of the UB's Agenda 2030
----------------------------------

Some of OSSMA's communication and outreach activities align with the aim to take steps to raise awareness of energy savings among the university community.
---

## COMMUNICATION AND RAISING AWARENESS

In order to inform stakeholder groups of new environmental measures at the UB, OSSMA uses its accounts on Twitter and Instagram (@mediambient\_ub), the latter since 2020.

Another communication tool takes the form of green tips. In 2020, the UB has launched green tips 3.0, which address a new topic each semester. Each green tip is accompanied first by a presentation of related best practices, including infographics, on OSSMA's Twitter and Instagram channels and then by a compilation of all the information on [OSSMA's website](#). Throughout 2020, the green tips have included informational series on food and diet (*TecaConsells*) and greenhouse gas emissions (*CO2nsells*).

The following sections provide a detailed account of OSSMA's communication and awareness-raising activities related to projects in the areas of sustainable mobility and waste management.



#### Contribution to SDGs 12 and 13

OSSMA's communication and environmental awareness activities...



**Target 12.8** Contribute to ensuring that people have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.



**Target 13.3** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

## SUSTAINABLE MOBILITY

#### Goals CA4 and CA7 of the UB's Agenda 2030

Participation in the projects Urban Mobility Challenge and En bici a la UB promotes sustainable mobility among the entire UB community (**CA4**) and helps to reduce the environmental impact of the UB's activity (**CA7**).

### Mobility challenges

In 2020, the UB has taken part in the Urban Mobility Challenge for the second time. The aim of the project is to engage the university community in the use of efficient, healthy, environmentally respectful transport. Companies and universities across Spain take part, using a mobile application to record the kilometres traversed by their population on foot, on bicycles, on scooters, on public transport and in car pools. During the monthlong challenge running from 16 September to 16 October, the UB logged a total of 2,142 km and came in fifth place.

## UB cycling project “En bici a la UB”

Throughout 2020, the UB has been active in continuing efforts to promote the use of bicycles among the university community, including:

- Expansion of the UB cycling network “Punt Bici”.

The UB has installed **3** new points for bicycle self-repair. Each location has tools, an air pump with a nozzle for valves of all kinds, a bar to hold bikes in place in order to inflate tyres, and a bicycle hook. In total, there are now **7** points for bicycle self-repair.

- Mobile workshop for the network “Punt Bici”

Because of the Covid-19 pandemic, it has only been possible to hold one mobile workshop (in October on the Diagonal Campus). The workshop provided free bicycle inspections, minor urgent adjustments, and basic maintenance information and tips on cycling safely around the city.

- Training activities

Also, **2** courses on learning how to ride a bicycle have been given.

### Contribution to SDGs 11 and 13

The various initiatives to promote sustainable mobility...



**Target 11.2** By 2030, contribute to providing access to safe, affordable, accessible and sustainable transport systems.



**Target 13.3** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

## WASTE

### Goal CA10 of the UB's Agenda 2030

The information and awareness-raising activities of the #KeFaXoKi\_UB project and the activities related to special laboratory waste contribute to making the university community aware of the need to reduce the amount and hazardousness of the UB's waste.

## #KeFaXoKi\_UB project

The pandemic has had two clear consequences in this area: first, it has significantly reduced the volume of generated waste because there have been fewer students, PAS and PDI on UB premises, and second, it has impeded ongoing efforts to put containers for waste sorting in UB buildings and increase the number of containers for organic matter. As a result, efforts have focused on information and awareness-raising and on communication activities, both in person (in UB buildings) and online (through the OSSMA website and social networks). The project activities carried out during the year include:



- Animations on MUPI promotional screens at UB buildings to show which containers to use for the various types of waste that typically appear in residual waste containers.
- A competition to promote less waste and improve waste sorting at the UB, sponsored by the action group that monitors the UB's cleaning contract, including the publication of images and videos on social media.
- An autopsy of UB waste in collaboration with [Rezero](#), involving three major activities: technical characterization of the waste generated by the Faculty of Pharmacy, online training in communication for the 6 students participating in the project, and the preparation of audiovisual material. In addition, a [video of the autopsy has been prepared](#) in collaboration with the Audiovisuals unit.

## Special laboratory waste

In 2020, efforts have focused on providing tools to increase knowledge of the procedure to manage special laboratory waste and to improve the classification and identification of waste generated in laboratories. Three new resources have been introduced:

- A [video](#) explaining the procedure to manage special laboratory waste.
- A [section on special waste in English](#) on the OSSMA website in order to provide easy access to relevant information for international students and visiting researchers who work in experimental laboratories and generate hazardous waste.
- An updated [informational poster](#) on what to do with special laboratory waste.

### Contribution to SDG 12

The #KeFaXoKi\_UB project and measures to manage the UB's special laboratory waste...



**Targets 12.5 and 12.8** By 2030, contribute to substantially reducing waste generation through prevention, reduction, recycling, and reuse, and to ensuring that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

## GREENHOUSE GAS EMISSIONS

### Goals CA2 and CA4 of the UB's Agenda 2030

The UB's participation in voluntary agreements to reduce greenhouse gas emissions, sponsored by the Catalan Office of Climate Change under the Government of Catalonia, contributes to reducing the environmental impact of university activity (**CA2**) and to improving the energy efficiency of buildings and integrating renewable energies (**CA4**).

## Voluntary agreements to reduce greenhouse gas (GHG) emissions

OSSMA, drawing on data provided by the UB's various administrative units, has once again completed an evaluation of the programme of voluntary agreements to reduce greenhouse gas (GHG) emissions, which is sponsored by the Catalan Office of Climate Change under the Government of Catalonia. An inventory of emissions in 2019 shows that the UB emitted a total of **4,815** tonnes of GHGs (marking a reduction of 77.7% compared to 2017 and 41.0% compared to 2018). Now that the procurement of electricity from renewable sources has reached 100% of consumption, the main emission parameters have shifted to the consumption of gas (**2,663** tonnes) and refrigerant gases in air-conditioning units (**1,526** tonnes).

In addition, OSSMA has expanded the parameters included in the inventory and moved forward with new obligations established under ISO 14064-1:2018 in relation to the inclusion of indirect emissions. The new parameters for which the UB has data to calculate emissions are: forced mobility of the university community; mobility associated with PAS and PDI meetings, conferences and research projects; paper consumption, and materials used in building construction. The total emissions for the four parameters add up to **35,768** tonnes in 2019, that is, seven times greater than emissions under the current inventory. Such a high value clearly shows the importance of including the new parameters in the inventory and taking steps to reduce the related emissions.

### Contribution to SDG 13

Agreements to reduce greenhouse gases and steps taken by the UB to this effect...



**Target 13.1** Contribute to strengthening resilience and adaptive capacity to climate-related hazards and natural disasters.

# Monitoring indicators of environmental impact

## Goals CA1, CA4 and CA10 of the UB's Agenda 2030

As noted earlier, the UB has taken steps in recent years to reduce the environmental impact of university activity (**CA1**), and the results of the environmental monitoring indicators show that the UB has reduced the amount and hazardousness of its waste (**CA4**) and is making increasingly more efficient use of water in all buildings (**CA10**).

CONSUMPTION OF PAPER				
	2017	2018	2019	2020
Total consumption (kg)	147,657	132,414	125,593	43,976
% of recycled paper	17	25	19.1	21.9
% of totally chlorine-free paper	64.7	67.6	66.3	79
% of paper with sustainable forestry certification	64.2	59.8	64.7	59.5

Source: [OSSMA report on activity 2020](#)

WATER CONSUMPTION				
	2017	2018	2019	2020
Total consumption (m³)	184,319	167,354	166,174	105,227

Source: [OSSMA report on activity 2020](#)

ENERGY CONSUMPTION				
	2017	2018	2019	2020
Electricity consumption (MWh)	39,820.3	39,845.1	38,049	29,453.6
Gas consumption (thousands of m³)	1,193.1	1,363.3	1,241.4	973.7

Source: [OSSMA report on activity 2020](#)

GENERATION OF RENEWABLE ENERGY				
	2017	2018	2019	2020
Energy generated from solar panels in the Solar Atrium of the faculties of Physics and Chemistry (kWh)	24,769	26,195	28,682	27,609

Source: [OSSMA report on activity 2020](#)

MUNICIPAL WASTE				
	2017	2018	2019	2020
Total municipal waste generated daily in UB buildings (kg)	5,875	5,983	5,834	2,438
Residual waste	2,850	2,791	2,436	1,043
Organic material	689	766	973	328
Paper and cardboard	1,682	1,722	1,476	641
Light packaging	180	200	200	109
Glass	474	504	692	317
% of municipal waste that is sorted	51.5	53.3	58.2	57.2

Source: [OSSMA report on activity 2020](#)

SPECIAL WASTE (KG)				
	2017	2018	2019	2020
Total special waste	88,301	86,921	88,262	54,930
Chemical waste	49,581	46,317	52,287	32,954
Sanitary waste	27,247	27,914	28,461	14,989
Animal experimentation waste	11,473	12,690	7,514	6,987

Source: [OSSMA report on activity 2020](#)

OTHER WASTE (KG)				
	2017	2018	2019	2020
Electronic equipment	18,766	10,888	9,421	10,923
Batteries	862	646	647	278
Fluorescents	1,780	1,637	1,993	1,233
Ink and toner cartridges	2,378	2,531	2,381	Not available

Source: [OSSMA report on activity 2020](#)

+ information on the UB's environmental impact in the [OSSMA report on activity 2020](#)





#### Contribution to SDGs 6, 7, 12 and 13

The evolution of the main environmental indicators shows that the UB...



**Target 6.4** Is substantially increasing water-use efficiency.



**Target 7.3** Is contributing to doubling the global rate of improvement in energy efficiency by 2030.



**Targets 12.4 and 12.5** Is achieving the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and is significantly reducing their release to air, water and soil in order to minimize their adverse impacts on human health and the environment, while also contributing to a substantial reduction in waste generation through prevention, reduction, recycling and reuse.



**Target 13.1** Is contributing to strengthening resilience and adaptive capacity to climate-related hazards and natural disasters.

---

# ECONOMICS

---



# Bodies included in the consolidated financial statements

The UB Group, under the clear leadership of the UB, is made up of a group of bodies with legal and financial autonomy.

RESEARCH AND TEACHING FOUNDATIONS	FOUNDATIONS WITH SOCIAL PURPOSES	COMPANIES
<a href="#">Bosch i Gimpera Foundation</a>	<a href="#">Agustí Pedro i Pons University Foundation</a>	<a href="#">UB Innovative and Scientific Culture</a>
<a href="#">Josep Finestres Private Foundation</a>	Private Foundation R. Amigó Cuyàs Private Foundation	
<a href="#">Barcelona Science Park Foundation (PCB)</a>	<a href="#">UB Solidarity Private Foundation</a>	
<a href="#">UB Institute for Lifelong Learning Private Foundation</a>	<a href="#">Montcelimar Private Foundation</a>	
	<a href="#">Guasch Coranty Private Foundation</a>	

Source: *Finances*

The *Report on Sustainability 2019-2020* provides information exclusively about the UB, not about the UB Group. In some cases, however, organizations in the UB Group are mentioned. For example, the activities of the UB Solidarity Foundation appear throughout the section on cooperation. Similarly, aspects linked to the Bosch i Gimpera Foundation appear in the section on research.

# Monetary flows

MONETARY FLOWS 2020* (EUROS)	
<b>Income</b>	
Income from public transfers**	322,231,816.36
Income from academic fees	84,322,252.11
Services rendered	22,531,764.04
Income from equity	2,931,223.42
Loans	0
<b>Expenditure</b>	
Purchases of goods and services from third parties	56,470,846.21
Staff salaries before withholding taxes and social security contributions	268,821,727.30
Payments to public sector: taxes and social security contributions	108,895,387.89
Investment	27,336,854.05
Grants awarded	10,145,117.28
Other expenses***	17,584,253.43

\* Provisional data at 19 April 2021. The monetary flows refer to rights and obligations recognized in the budgetary year 2020 (except the line on public sector payments).

\*\* Transfers from the Government of Catalonia, the Spanish state, territorial bodies, the UB Group, and abroad.

\*\*\* Includes financial expenses, amortization of loans and expenses arising from financial assets.

Source: *Finances*

---

# Direct and indirect economic impact

## CONCEPTUAL IMPACTS OF THE UB'S PUBLIC ACTIVITY

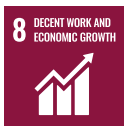
There have been no variations in the conceptual impacts that a university of the UB's characteristics can and must have on society. These impacts are available for consultation in [previous reports on sustainability](#).

## STUDIES ON THE UB'S ECONOMIC IMPACT

The information relating to studies on the UB's economic impact has changed little since the [Report on Social Responsibility 2017-2018](#). The only new item is the publication of [El valor social de les universitats públiques catalanes](#), which quantitatively and qualitatively analyses the impact generated by the eight Catalan public universities for their stakeholder groups as a whole.



### Contribution to SDG 8



**Targets 8.1 and 8.5** The UB has an enormous direct and indirect impact on its surroundings that undoubtedly contributes to the economic growth of the country, resulting in an increase in employment and a reduction in the proportion of young people who are neither working nor studying.

---

# CONTENT OF THE REPORT ON SUSTAINABILITY 2019-2020

---





---

# References and process for determining the content of this report

Back to  
p. 175

Back to  
p. 31

## REFERENCES

The report is underpinned by **3** reference documents:

- [\*Adaptation of GRI Standards for the Preparation of University Sustainability Reports\*](#): this document, which is applied as a guide, was created from the original GRI standards as a result of joint efforts by the social responsibility teams at the UB and UPF under a [bilateral collaboration agreement](#) signed in 2016.
- The [UN's 17 SDGs](#): the present report identifies the UB's impacts and contributions in relation to the SDGs.
- The [UB's Agenda 2030](#), approved by the Governing Council in June 2020: for the first time all of the UB's contributions to Agenda 2030 are brought together.

## PROCESS TO DEFINE THE CONTENT OF THE REPORT

1. First, the working team from the UB and UPF adapted the original version of the [Consolidated Set of GRI Sustainability Reporting Standards](#) to the reality of universities in the Catalan public sector. To do so, the team analysed the materiality<sup>40</sup> of the content items and removed any items that were not suitable for the two universities.

---

40. The analysis consisted of assessing which content items, or disclosures, are important for the UB or any of its stakeholder groups.



2. Second, an OCI representative meets each year with representatives of the UB's main stakeholder groups (PDI, PAS, students<sup>41</sup> and society). These representatives are selected by the Committee for Sustainable Development and are mostly members of the committee itself. Also participating in the stakeholder meeting is the rector's delegate for sustainable development as a representative of the governing team. Each representative analyses the reference document [Adaptation of GRI Standards for the Preparation of University Sustainability Reports](#) from the perspective of materiality for the stakeholder group that he or she represents. At this point, the representatives select which content areas, or disclosures, from the new guide to report on and determine whether there is a need to ask any additional questions of the units supplying information. At the meeting this year, it has been decided to report on most of the disclosures from the [Adaptation of GRI Standards for the Preparation of University Sustainability Reports](#) that had been selected in the first step. The exceptions are the disclosures on safety, health and the environment: the decision has been taken to cover them directly in the [OSSMA report on activity in 2020](#), even though the OSSMA report does not coincide exactly with the disclosures required by the *Adaptation of GRI Standards*.
3. Third, the Committee for Sustainable Development, which is made up of representatives of the different stakeholder groups, approves the report on sustainability each year. The committee may decide to remove a disclosure or even, if time permits, to include new disclosures.

#### Contribution to SDG 16



**Target 16.7** The participation of UB's stakeholder groups in the process to define the contents of the Report on Sustainability for 2019-2022 has contributed to inclusive, participatory and representative decision-making.

<sup>41</sup> In the end, no student representative has taken part. With a view to the coming year, attempts will again be made to involve the student representative on the Committee for Sustainable Development in the decisions made over which disclosures to incorporate in the report on sustainability.



## LIST OF REPORTED DISCLOSURES

The decision has been reached to report on all standards in the **series 100, 200 and 500** from the [Adaptation of GRI Standards for the Preparation of University Sustainability Reports](#). For **series 300**, by contrast, only disclosures 307-1 (*Non-compliance with environmental laws and regulations*) and the combined disclosures 414/308-1 and 414/308-2 (*Suppliers and new suppliers that were screened using social and/or environmental criteria*) are reported. From **series 400**, all disclosures are reported except for standard 403/416 (*Occupational health and safety at the university*). As the unit responsible for environmental management and health and safety at the UB, OSSMA prepares an annual report on the UB's main environmental impacts, and it has been considered more appropriate to address environmental information in the OSSMA report than in the GRI disclosures (with the exception of the environmental disclosures mentioned above, which are reported because they cover matters not included in the OSSMA report). In the case of the SDGs, the current report provides information on all impacts related to the SDGs and, for the first time, any contributions made to the UB's Agenda 2030.

## GENERAL CHARACTERISTICS OF THE DOCUMENT

The requirement for an organization to be regarded as working 'in accordance' with the GRI standards is that it must report on a minimum set of disclosures. The table below has an asterisk in the OC column (the 'in accordance' option) to identify those items. Of the two options for reporting on compliance with the GRI standards, the UB has met the more stringent one: the comprehensive option.

To make the report more succinct and easier to use, the following list of contents only includes the headings for each GRI disclosure area that appears in the present report. For a full description of each disclosure area, readers can consult the [Adaptation of GRI Standards for the Preparation of University Sustainability Reports](#).

On the following pages appear three lists of contents. The first list provides information on each of the reported disclosures or identifies where the information can be located. The table uses the following symbols:

- ✓ Reported content
- NM Non-material content<sup>42</sup>
- Disclosure reported in [Notes section](#)

The second list identifies any Sustainable Development Goals (and their targets) on which the UB has had a positive impact. It also indicates the page or pages where the reader can find the action, activity or unit responsible for the impact.

The third list describes contributions to the UB's Agenda 2030 and the page or pages where the related activities can be found.

<sup>42</sup> Non-material content is content that is regarded as important neither by the University of Barcelona nor by its stakeholder groups; therefore, no information is provided. For the purposes of this report, all disclosures that appear in the document entitled [Adaptation of GRI Standards for the Preparation of University Sustainability Reports](#) are regarded as material).

# List of adapted GRI standards in the *Report on Sustainability* 2019-2020

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
<b>Series 100: Universal standards</b>					
101: Fundamental principles			This establishes the reporting principles that must be followed to prepare a Report on Social Responsibility, defining the report content and report quality. It also explains the basic process for using the GRI Standards for sustainability reporting. Rather, it is an approach that needs to pervade the entire report.		
102: General disclosures			<i>University profile</i>		
	*	102-1	University name	✓	→
	*	102-2	Services provided by the university	✓	14
	*	102-3	University's principal address	✓	→
	*	102-4	Countries where the university operates	✓	→
	*	102-5	Legal form of the university	✓	→
	*	102-6	Areas of knowledge and types of students	✓	14-15
	*	102-7	University size	✓	16-17
	*	102-8	Information on staff and other workers	✓	71-77
	*	102-9	Supply chain	NM	
	*	102-10	Significant changes	✓	18
	*	102-12	Statutes, charters and principles to which the university subscribes	✓	→
	*	102-13	Associations and organizations to which the university belongs	✓	→
	*	102 New disclosure 1	University infrastructure	✓	126-127

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
102: General Disclosures	*	102 New disclosure 2	Quality	✓	→
	*	102 New disclosure 3	University internationalization	✓	59-68
	*	102 New disclosure 4	University ownership	✓	→
	<i>Strategy</i>				
	*	102-14	Statement from the rector and from the Board of Trustees	✓	7-9
	*	Comb. 102-15 and 102-11	Precaution, impacts, opportunities and risks	✓	20-21
	*	102 New disclosure 5	Structures and strategy for social responsibility	✓	22-23
	<i>Ethics and integrity</i>				
	*	102-16	Values, principles, standards and codes of conduct at the university	✓	25-26
		102-17	Mechanisms for advice and ethical concerns	✓	26-27
	<i>Governance</i>				
	*	Comb. 102-18, 102-19 and 102-20	Governing body of the University and executive responsibility in economic, environmental and social issues	✓	28-29 →
		102-21	Stakeholder inclusiveness in economic, environmental and social areas	✓	→
		102-22	Governing bodies	✓	28-29
		102-23	Duties of the rector	✓	→
		102-24	Nominating and selection of the governing bodies	✓	→
		102-25	Governing bodies and conflicts of interest	✓	→
		102-26	Functions of governing bodies in setting up University purposes, values and strategy	✓	→
		102-27	Collective knowledge of governing bodies	✓	→
		102-28	Evaluating the strategic directives of the university	✓	→
		Comb. 102-29, and 102-31	Identifying, managing and evaluating economic, environmental and social impacts	✓	→
		102-30	Effectiveness of risk management processes	✓	→
		102-32	Bodies for revision and approval of the sustainability report	✓	→
		Comb. 102-33 and 102-34	Communicating concerns	✓	→
		102-35	Remuneration policies of the governing bodies	✓	→
		102-36	Processes for determining remuneration	✓	→
		102-37	Engagement of stakeholder groups in remuneration issues	✓	→
		102-38	Comparison of remuneration	ND	85-86
		102-39	Percentage increase in annual total compensation ratio	✓	→


STANDARD	OC	CODE	CONTENT	STATUS	PAGES
102: General disclosures	Stakeholder inclusiveness				
	*	Comb. 102-40, 102-42, 102-43 and 102-44	Stakeholder groups	✓	31
	*	102-41	Collective bargaining agreements, laws and other regulations	✓	→
	Practical work to elaborate sustainability reports				
	*	102-45	Organizations included in the consolidated financial statements of the university	✓	159
	*	102-46	Organization and processes used to define the contents of the report on sustainability and the coverages of the topic	✓	163-164
	*	102-47	List of material topics in the report	✓	165
	*	102-48	Restatements of information from previous reports	✓	→
	*	102-49	Significant changes since previous reports	✓	→
	*	102-50	Reporting cycle of report	✓	→
	*	102-51	Date of most recent previous report on sustainability	✓	→
	*	102-52	Reporting cycle of report	✓	→
	*	102-53	Point of contact at the university	✓	→
	*	102-54	Claims of reporting in accordance with the GRI standards	✓	→
	*	102-55	GRI content index	✓	166-170
	*	102-56	External assurance	✓	→
103: Management approach	103-1		Explanation of the material topic and its boundary	✓	33-34
	103-2		The management approach and its components	✓	33-34
	103-3		Evaluation of the management approach	✓	34
Series 200: Economic standards					
201: Accomplishment and direct economic impact	Comb. 201-1 and 201-4		Monetary flows and direct economic impact	✓	160-161
	201-2		Financial implications and other risks and opportunities arising from climate change	✓	→
203: Indirect economic impact	Comb. 203-1 and 203-2		Indirect economic impact of infrastructure investments resulting from changes in the location of infrastructure and other indirect economic impacts	✓	161
204: Procurement practices	204-1		Proportion of spending on local suppliers	✓	146-147
205: Anti-corruption	Comb. 205-1 and 205-3		Anti-corruption measures, confirmed incidents of corruption and their consequences	✓	→
	205-2		Communication and training about anti-corruption policies and procedures	✓	→
206: Unfair competition	206-1		Legal actions for anti-competitive behaviour, anti-trust, and monopoly practices	✓	→
Series 300: Environmental standards					
307: Environmental compliance	307-1		Non-compliance with environmental laws and regulations	✓	→

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
Except for information on the UB's compliance with environmental laws and regulations, which has been furnished by Legal Services, all other environmental information is based on the OSSMA annual report of the UB's main impacts on safety, health and the environment and it is, therefore, decoupled from the environmental standards in the reference document <i>Adaptation of GRI Standards for the Preparation of University Sustainability Reports</i> .				Environmental information pp. 128-134	
Series 400: Social standards					
401: Employment	401-1	Number of new employee hires, employee turnover and retirements		✓	78-81
	401-2	Social benefits provided to full-time, contracted employees that are not provided to other employees		✓	→
	401-3	Parental leave		✓	84-85
402: Employee/ university relations	402-1	Minimum notice periods regarding changes to working conditions		✓	85
	402 New disclosure 1	Fit of formal list of jobs with university reality		✓	85
	402 New disclosure 2	Temporary staff		✓	82
	402 New disclosure 3	Creation of a good working environment		✓	86-89
	402 New disclosure 4	Policies for better work-life balance		✓	82-83
403/416: Occupational health and safety at the university	The information on health and safety is based on the OSSMA report of the UB's main impacts on safety, health and the environment and it is, therefore, decoupled from this standard.			Health and safety information pp. 96-99	
404: Staff training and education	404-1	Average hours of training per staff member and annual economic cost		✓	92, 94-95
	Comb. 404-2 and 412-2	Programmes for upgrading employee skills, employability and transition assistance		✓	90-91, 92-93
	404-3	Assessment of teaching staff and professional development		✓	→
405: Diversity and equal opportunities	405-1	Diversity of governing bodies and employees		✓	104-105
	405-2	Ratio of basic salary, remuneration of women compared to men and glass ceilings		✓	106-107
	405 New disclosure 1	Cost of studies, grants and other inclusion measures		✓	109-110
	405 New disclosure 2	Employees and students with functional diversity, special educational needs and high levels of ability		✓	105-106, 111-114
	405 New disclosure 3	Students who need teaching adjustments		✓	114
406: Anti- discrimination	406-1	Incidents of discrimination and corrective actions taken		✓	→
	406 New disclosure 1	Anti-discrimination protocols and/or units		✓	118-123
413: University environment	Comb. 413-1 and 413-2	University impact on local environment		✓	125
	413 New disclosure 1	University environment		✓	→
	413 New disclosure 2	Role of university as an opinion and debate-generating space		✓	128-129
	413 New disclosure 3	University services offered to the general public		✓	125, 130-145
414/308: Social and environmental assessment of suppliers	Comb. 414/308 and 414/308-2	Suppliers and new suppliers that were screened using social and/or environmental criteria		✓	147-148


STANDARD	OC	CODE	CONTENT	STATUS	PAGES
417: Transparency and marketing of academic offering	Comb. 417-1 and 417-2		Transparency in information on the academic offering	✓	→
	417-3		Incidents of non-compliance concerning marketing communications	✓	→
418: Privacy of members of the university community	418-1		Complaints concerning breaches of confidentiality and loss of data lodged by members of the university community	✓	→
419: Regulatory compliance	419-1		Non-compliance with laws and regulations	✓	→
Series 500: Teaching, research, transfer and innovation standards					
501: Teaching	501 New disclosure 1		Main dimensions related to teaching	✓	36-39, 53, 68
	501 New disclosure 2		Other dimensions of teaching related to social responsibility	✓	54-58
502: Research, transfer and innovation	502 New disclosure 1		Main dimensions related to research	✓	40-44, 53
	502 New disclosure 2		Other dimensions of research related to social responsibility	✓	47-49, 50-52
	502 New disclosure 3		RRI at the university	✓	44-47





CODE	NOTES
<a href="#">102-1</a>	University of Barcelona
<a href="#">102-3</a>	Gran Via de les Corts Catalanes, 585, 08007 Barcelona
<a href="#">102-4</a>	<p>The two main activities of the UB (teaching and research) are primarily carried out in Spain. This does not detract, however, from the University's growing international activity in various international partnerships and networks, which often involve teaching and research in other countries.</p> <p>Prominent examples include:</p> <ul style="list-style-type: none"> <li>• League of European Research Universities (LERU): this is an association of 23 research-intensive universities who share the values of high-quality teaching in an internationally competitive research environment. LERU supports education based on an understanding of the boundaries of human knowledge. LERU also champions the generation of new knowledge through basic research, which is the fundamental source of innovation in society, and the promotion of research on many fronts, in collaboration with industry and society at large.</li> <li>• CHARM-EU: this is an alliance of five European universities and its academic offering will cover the full range of university programmes in the long run. In January 2021, the alliance will begin micro pilots of various training modules that will potentially involve the participation of between <b>100</b> and <b>200</b> students from the five universities, leading to an opportunity to pursue research and teaching in the home countries of the four other member institutions: Ireland, the Netherlands, Hungary and France.</li> <li>• Campus of the Americas: this UB project seeks to collaborate with Ibero-American universities to deliver master's degree and postgraduate courses in Latin America. During the academic year 2019-2020, the pandemic has severely limited activities. It has only been possible to maintain <b>1</b> master's degree, delivered in Bolivia, out of the <b>3</b> held in the previous academic year. On the other hand, a course has been added to the Coursera platform to address the treatment of critical and semi-critical Covid-19 patients.</li> <li>• University Internationalization Hub: created in 2020 by the UB and the European University Foundation (EUF), the Hub has two broad areas of activity: training and co-creation. The area of training seeks to develop the skills and competences of EUF staff and increase internationalizing practices in academic culture. The area of co-creation focuses on designing, conducting, sharing, testing and evaluating projects in the context of the modernizing thrust of the UB's internationalization efforts.</li> <li>• Several exchange and collaboration programmes in the framework of university associations:* these programmes seek to promote cooperation in the academic and research areas as well as mobility. Depending on the programme, the mobility may involve students, teaching staff and/or researchers.</li> </ul>
<a href="#">102-5</a>	<b>Articles 1 to 11</b> (title I) of the UB Statute
<a href="#">102-12</a>	<p>Through the principles and initiatives that it has adopted, the UB has sought to consolidate its commitment to sustainability. For example, the UB has joined in the commitments of the climate emergency committee of the Government of Catalonia in 2020 and has become a member of the International Universities Climate Alliance.</p> <div>  <p><b>Target 17.16</b> The sustainability principles and initiatives to which the UB has signed up contribute to enhancing the global partnership for sustainable development.</p> </div>
<a href="#">102-13</a>	At present, the list of associations and organizations to which the UB belongs is being updated. For more information, see the list provided in the <a href="#">Report on Sustainability 2018-2019</a> .
<a href="#">102 New disclosure 2</a>	<p>In terms of quality, it is necessary to mention the UB's internal quality assurance system (SAIQU) and the assessment of the Academic Workload Plan (PDA).</p> <p>In 2020, an external assessment committee has made a favourable assessment of the UB's transversal processes (SAIQU-T), which apply across the UB and mark the first step toward the certification of each centre's SAIQU. The Faculty of Chemistry and the Faculty of Economics and Business have submitted their respective SAIQU for certification and now await results.</p> <p>As for the PDA, it provides for an annual assessment of the activities carried out by UB teaching staff over the preceding four years, covering three basic areas of activity: teaching, research and management. The assessment is quantitative and uses scales, though some elements are qualitative. The results are used as a tool in decision-making about the distribution of human resources in the academic area.</p>



\* The alliances and exchange programmes through which the UB has done research or teaching in other countries include: the Northern Mediterranean Transnational Campus, the Mediterranean Universities Union (UNIMED), the Alliance Montpellier-Barcelona Plus (AMB+), the Erasmus Mundus programme, the mobility grant programmes of Fundación Carolina, Santander Bank and the Coimbra Group's working group on Latin America, as well as other activities carried out in the context of the Union of Ibero-American Universities (UIU) and Fundación Carolina.

CODE	NOTES
<p><a href="#">102 New disclosure 2</a></p>	<p>With respect to teaching quality over the period 2014-2020, AQU has accredited <b>176</b> bachelor's degrees and university master's degrees. Of these, <b>10.8%</b> received an accreditation 'with conditions', <b>25%</b> received an accreditation 'on the path to excellence', and the remaining <b>64.2%</b> received a standard accreditation.</p> <p>As for the assessments corresponding to 2020, AQU has evaluated <b>34</b> active master's degree programmes to determine whether they are ready for accreditation. At the time of writing, <b>23</b> are still in the process of assessment, while the other <b>11</b> have received a favourable assessment. Also, <b>2</b> bachelor's degrees have been evaluated: <b>1</b> is now accredited, while the other awaits results.</p> <p>With respect to research, the Research Quality Service gives support to processes of implementation, formal recognition and maintenance of quality management systems in the UB's research groups and research support structures. Formal recognition takes the form of certifications in accordance with ISO 9001, which is a standard on good laboratory practices (GLP), accreditations in accordance with ISO 17025, or TECNIO-ACCIÓ certifications.</p> <p>In 2020, a number of research groups and research support structures have received quality accreditations or certifications:</p> <p><b>ISO 9001 standard:</b></p> <ul style="list-style-type: none"> <li>• CCiTUB</li> <li>• Advanced Therapy Production and Validation Centre (CREATIO)</li> <li>• Stress and Lipid Metabolism Research Group (CEREMET)</li> <li>• Drug Development Service (SDM)</li> <li>• Radiological Protection Technical Unit (UTPR)</li> </ul> <p><b>ISO 17025 standard:</b></p> <ul style="list-style-type: none"> <li>• Laboratory of Environmental Radiology (LRA)</li> </ul> <p><b>TECNIO-ACCIÓ certification:</b></p> <ul style="list-style-type: none"> <li>• Engineering Centre for Instrumentation and Communication Microsystems (CEMIC)</li> <li>• Centre for the Design and Optimization of Processes and Materials (DIOPMA)</li> <li>• Advanced Therapy Production and Validation Centre (CREATIO)</li> <li>• Thermal Spray Centre (CPT)</li> <li>• Data Science@UB Research Group</li> <li>• Stable Isotopes and Mineralogy (MAiMA)</li> <li>• Drug Development Service (SDM)</li> </ul> <p>With respect to research, another major highlight is that the Directorate-General for Research and Innovation of the European Commission granted an accreditation to the UB in 2015 for its Human Resource Strategy for Researchers (HRS4R, in English). This accreditation is given to institutions that are making progress toward aligning their human resource policies to the 40 principles of the <a href="#">European Charter for Researchers</a> and to the <a href="#">Code of Conduct for the Recruitment of Researchers</a>, two documents signed by the UB in 2013. During the academic year 2019-2020, the UB's HRS4R working group has worked on approval of a document addressing <a href="#">principles for an open, transparent, merit-based human resource policy</a>, and on the launch and subsequent enhancement of the <a href="#">UB jobs portal</a>.</p> <p>More information on all the activities that are part of the Human Resources Strategy for Researchers at the UB is available at the following <a href="#">link</a>.</p> <p style="text-align: center;"><b>Contribution to SDG 8</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Targets 8.5 and 8.8</b> The HRS4R accreditation is granted to institutions whose hiring of research staff adheres to principles that foster decent work and promote a safe and secure working environment.</p> </div> </div> <p><b>Fulfilment of objectives</b></p> <p>The target for the Stress and Lipid Metabolism Research Group (CEREMET) to achieve GLP accreditation has not been met, nor has the target for the SAVCA (Services for the Analysis of Viruses in the Food Chain and Water Cycle) Laboratory to achieve ISO 17025 accreditation.</p> <p><b>Objectives for 2021:</b></p> <ul style="list-style-type: none"> <li>• To achieve formal recognition of GLP principles for the Stress and Lipid Metabolism Research Group (CEREMET).</li> <li>• To achieve formal ISO 17025 accreditation for the SAVCA Laboratory.</li> <li>• To prepare the template of a quality manual for the internal quality assurance systems of UB centres.</li> <li>• To take part in the project Enhancing Quality Assurance Management in Higher Education in Tunisia, funded by the European Commission.</li> </ul>



CODE	NOTES
<a href="#">102 New disclosure 4</a>	Based on provisional data at 19 April 2021, <b>72.88%</b> of the funds received by the UB in 2020 were public in origin.
<a href="#">Comb. 102-18, 102-19 and 102-20</a>	The UB's governing structure is explained on page <a href="#">22</a> . In terms of executive responsibility for economic, environmental and social matters, there have been no changes with respect to the information provided in the <a href="#">Report on Sustainability 2018-2019</a> .
<a href="#">102-21</a>	<p>Stakeholder groups can consult, participate in and influence the decision-making process on economic, environmental and social issues through their participation in the UB's governing bodies.</p> <p>The UB implements a system of representative democracy: its main stakeholder groups have representatives on its various governing bodies. The public are represented at the UB through the Board of Trustees, whereas representatives of the university's groups (PDI, PAS and students) sit on its various governing bodies (Senate, Governing Council, faculty boards and Executive Council).</p> <p>The consultation processes involving stakeholder groups are, therefore, ongoing as an integral part of the activity of the governing bodies.</p>
<a href="#">102-23</a>	The rector is the UB's highest academic authority and its legal representative. As a one-person governing body, the rector is responsible for the direction and management of the University. The rector also presides over the Senate, the Governing Council and the Advisory Board, sits on the Board of Trustees, and enforces all agreements. The rector is also the ex-officio chair of the entities in the UB Group. The rector's powers and duties are stipulated in <a href="#">articles 71-76 of the UB Statute</a> .
<a href="#">102-24</a>	The appointment of members to the governing bodies is carried out in accordance <a href="#">with title III</a> (articles 54-83) of the UB Statute.
<a href="#">102-25</a>	<p>The UB has not carried out any training on conflicts of interest in its governing bodies or among its employees. Nor have any incidents of conflict of interest been identified.</p> <p><b>Objective for 2021:</b></p> <p>To use individually signed declarations from each UB manager and senior manager in accordance with the provisions of the future code of conduct in order to avoid any possible conflicts of interest.</p>
<a href="#">102-26</a>	<p>The UB Strategic Plan has been developed by a group set up by the rector. The group is made up of various members of the governing team. At present, the group has finalized the participatory phase involving the university community, which has led to changes. As a result, only approval of the final version remains pending. (Final approval has been delayed because of the Covid-19 pandemic.) That said, the change in rector and governing team resulting from the December 2020 elections could lead to the introduction of further changes to the UB Strategic Plan.</p> <p>The UB's values, mission and vision are set out in <a href="#">articles 3 and 4 of the UB Statute</a>. As noted throughout the report, the UB Statute was prepared and approved in 2003 by the Senate, which is a governing body containing representatives of the UB's stakeholder groups.</p> <p>Each year, the leadership team prepares an action plan that sets the objectives for the year in line with the commitments made in the rector's programme. The plan establishes specific actions for each office of vice-rector in accordance with its functions. The actions of the various offices of vice-rector are monitored by the Executive Council, which holds weekly meetings. Accountability to the university community is carried out through the Conference of Deans, the Governing Council and the Senate.</p>
<a href="#">102-27</a>	<p>No specific steps have been taken to improve the knowledge of members of the UB's governing bodies regarding the economic, social and environmental reality of the university or the impact of its decisions. However, the governing bodies are aware of the UB's impact in the three areas because of their unique characteristics:</p> <ul style="list-style-type: none"> <li>On the one hand, the governing bodies are multistakeholder bodies. This enables them to take a broader view of consequences when they make decisions. The presence of representatives of the employees, students and society ensures that decision-making takes into account not only economic criteria and other important internal criteria, as happens in other organizations, but also any external impacts that may be significant.</li> <li>In addition, whenever documents must be approved or resolutions adopted, it is first necessary to present the case. As a result, the members of the governing bodies become more familiar with the situation and can cast a negative vote if they believe that the external impact will be harmful, or they can make additions or changes to ameliorate the impact.</li> <li>Lastly, the existence and dynamics of elections help candidates to expand their knowledge in the economic, social and environmental areas in order to maximize their chances.</li> </ul> <p>Also important in this respect is the UB's commitment to the entire university community to engage in open, accessible, participatory governance. This commitment is set out unequivocally in the UB Strategic Plan 2030. Open and participatory governance will always help to connect the UB better with its environment and ensure that its decision-making takes into account its impact on society and reflects any new realities.</p>

CODE	NOTES
<a href="#">102-28</a>	<p>The UB's actions in the coming years will be based on the Strategic Plan, which has a timeframe of 2030. In the shorter term, the UB uses the annual action plan, which sets out the objectives to achieve each year (objectives are set each year for the following year). These documents are grounded in the rector's programme for the current governing team.</p> <p>Many of the UB's actions are assessed and decided by the Board of Trustees and the Governing Council. As a result, the two bodies indirectly address and evaluate the degree of compliance of a great many of the objectives that are set annually in the action plan.</p> <p>Lastly, the Government of Catalonia conducts an external assessment of the UB through the Catalan University Quality Assurance Agency (AQU). The AQU assessment, however, does not relate to the objectives in the UB Strategic Plan or the UB's annual action plan. Rather, it is based on a set of data and results on specific variables relating to the different academic degrees on offer in order to evaluate education quality. AQU oversees the accreditation process for all degrees on offer. In addition, teaching activity is evaluated using teaching assessment manuals, which AQU certifies every five years.</p>
<a href="#">Comb. 102-29 and 102-31</a>	<p>In the case of risk monitoring, it is necessary to distinguish between the efforts of the UB's units and the work of its governing bodies.</p> <p>The two units that specialize in risk monitoring are:</p> <ul style="list-style-type: none"> <li>• the OCI, which prepares an updated risk map, and</li> <li>• the executive team, which is centralized and coordinated by the Head of Cabinet at the Rector's Office.</li> </ul> <p>Based on conclusions set out by the General Manager's Office and OCI, the UB takes any corrective or palliative measures that may be deemed appropriate.</p> <p>In the case of the governing bodies:</p> <ul style="list-style-type: none"> <li>• The Governing Council takes decisions relating to the provision of public services. However, in relation to environmental and occupational safety issues, the management and monitoring of risks are the responsibility of the Senate and OSSMA.</li> <li>• The Committee for Sustainable Development, which was created in 2019 as a delegate committee of the Governing Council and is heir to the former Committee for Social Responsibility and Committee for Sustainability, carries out the monitoring of environmental and social sustainability.</li> <li>• The Board of Trustees is the body responsible for the economic sustainability and financial sufficiency of the UB and the UB Group.</li> </ul> <p>Both the Governing Council and the Board of Trustees meet periodically. The regular analysis of economic impacts, risks and opportunities primarily occurs when the previous year's budget is closed and the coming year's budget is presented.</p> <p>Lastly, the UB's governing team is divided into various areas (academic, research, transparency, social responsibility and staff). In the context of regular meetings among the vice-rectors in each area, risks and opportunities of an environmental, social and economic nature typically come up.</p> <p>It can therefore be concluded that the UB's operational dynamics, its units and its governing bodies informally establish permanent mechanisms for the identification of impacts, risks and opportunities of an economic, social and environmental nature.</p>
<a href="#">102-30</a>	<p>No formal analysis of the effectiveness of the risk management process is carried out. However, the UB's operational system has integrated such an analysis into its own work dynamics as explained in the section <a href="#">Precaution, impacts, opportunities, risks</a>.</p>
<a href="#">102-32</a>	<p>The <i>Report on Sustainability</i> is assessed and approved by the Committee for Sustainable Development.</p>
<a href="#">Comb. 102-33 and 102-34</a>	<p>The UB has a multistakeholder model of governance: the UB's stakeholder groups form part of its governing bodies. Thus, stakeholder groups can convey their concerns to the UB through the activity of their representatives on the UB's governing bodies.</p> <p>In addition, there are more informal mechanisms to communicate with the governing bodies:</p> <ul style="list-style-type: none"> <li>• <a href="#">Institutional website</a></li> <li>• Managers of administrative units (through any contact or channelling of concerns, complaints, etc.).</li> <li>• Communication channels offered by the PDI, PAS and student intranets.</li> <li>• Complaints channels established in the UB's faculties through the internal quality management system (SAIQU).</li> </ul> <p>There are also indirect mechanisms, such as the <a href="#">Observatory on Students and Studies</a>, the <a href="#">satisfaction surveys</a> (for teaching staff, PAS, bachelor's degree and master's degree students, and graduates) and the <a href="#">Ombuds Office</a> (for the entire university community).</p> <p>In addition, the UB has a Transparency Portal that is accessible to the public. On a permanent basis, the <a href="#">Transparency Portal</a> hosts a great deal of the information that may be of interest. In addition, any member of the public can request information that does not appear there.</p>

CODE	NOTES
<a href="#">102-35</a>	There is no specific remuneration policy for the governing bodies.
<a href="#">102-36</a>	PDI and PAS remuneration is established by the national and regional regulations on public bodies, the list of employment posts (for PAS) and the corresponding collective bargaining agreement.
<a href="#">102-37</a>	Stakeholder groups are not involved in any way in the process of setting PDI and PAS remuneration. The reason is explained in disclosure 102-36.
<a href="#">102-39</a>	In 2020, the pay increase for PDI and PAS was <b>2%</b> with effect from 1 January, as <a href="#">established by Decree Law 3/2020</a> .
<a href="#">102-41</a>	<p>The percentage of staff covered by collective bargaining agreements, laws and other regulations is <b>100%</b>.</p> <div>  <p><b>Targets 8.5 and 8.8</b> The fact that all UB staff are covered by collective bargaining agreements, laws and regulations contributes to the protection of labour rights, the promotion of a safe and secure working environment, and the guarantee of decent work.</p> </div> <div>  <p><b>Target 16.7</b> The agreement between staff or their representatives and the UB ensures inclusive, participatory and representative decision-making.</p> </div>
<a href="#">102-48</a>	Information is only changed when the figures from previous reports are provisional.
<a href="#">102-49</a>	<p>With respect to the list of material items, there has been no important change since the previous report. However, there are two other changes:</p> <p>All information on material items appear in the present report, whereas it was divided into two documents last year: <a href="#">Report on Sustainability 2018-2019</a> and <a href="#">Supplement to the Report on Sustainability 2018-2019</a>. (The latter document contains information that could not be included in the former document because of difficulties posed by the Covid-19 pandemic.)</p> <p>This report includes an additional section on contributions made to the UB's <a href="#">Agenda 2030</a>.</p>
<a href="#">102-50</a>	From the calendar year 2017 to 2020 or from the academic year 2016-2017 to 2019-2020 (data are available on four calendar or academic years). In the case of indicators for which figures are available only up to 2019 (that is, when the figures for 2020 are not yet available), the figures for 2016 are provided in order to continue reporting a period of four years.
<a href="#">102-51</a>	The <a href="#">Report on Sustainability 2018-2019</a> was published in Catalan on <a href="#">28 July 2020</a> . The executive summary was published in paper format on 16 December 2020. The versions in Spanish and English were published later, because the report had to be translated first.
<a href="#">102-52</a>	Annual
<a href="#">102-53</a>	Office for Internal Control, Risks and Corporate Social Responsibility (email: <a href="mailto:responsabilitatsocial@ub.edu">responsabilitatsocial@ub.edu</a>   tel.: +34 934 031 388)
<a href="#">102-54</a>	This report has been prepared in accordance with the GRI standards (comprehensive option).*
<a href="#">102-56</a>	The UB does not externally verify the <i>Report on Sustainability</i> . Priority has been assigned to internal verification of the document through the Committee for Sustainable Development, which is made up of representatives of the UB's various stakeholder groups.
<a href="#">201-2</a>	<p>The risks of climate change relate not only to climate change and its consequences but also to potential regulatory changes (i.e. the UB may not be ready to respond to laws that require universities to make changes in their operations). In both cases, the financial consequences could be very negative: the operations of the UB might have to adapt rapidly to new environmental legislation, for example.</p> <p>In terms of opportunities, climate change may open up new lines of research and even lead to company start-ups to address the issue. Also, in the teaching area, climate change could lead to the design of content that is adapted to meet new environmental and local realities, which would make the UB more attractive to students, especially if it became a leader in the field. In the economic area, the measures taken to tackle climate change may have economic benefits, for example, through reduced consumption of energy, paper and water.</p>








\* As noted in the section References and [process for determining the content of this report](#), the report has been prepared using the GRI standards adapted for universities, not the original version of the GRI standards.







CODE	NOTES
<a href="#">201-2</a>	<p>The primary tool to tackle the risks of climate change is the UB's firm commitment to the SDGs: the institution has created the rector's delegate for sustainable development and the UB's Agenda 2030.</p> <p><b>Fulfilment of targets for 2020</b></p> <ul style="list-style-type: none"> <li>The UB has prepared an action plan to collaborate in the achievement of the Sustainable Development Goals: it is called the UB's <a href="#">Agenda 2030</a>.</li> </ul>
<a href="#">Comb. 205-1 and 205-3</a>	<p>The UB does not carry out a specific analysis of risks associated with corruption. The UB works with a scenario of overall risks associated with management. The management of the UB as a public institution is characterized by being wholly regulated by general legislation and regulations, supplemented by internal regulations. Based on these regulations, the UB adheres to management processes in which the various responsible units take part in accordance with a clear distribution of powers. In turn, these processes have implicit control systems that may not be specifically designed to combat corruption, but do serve as a system for the prevention, detection and response to hypothetical cases of corruption.</p> <p>No cases of corruption have been detected at the UB in 2020.</p> <p><b>Fulfilment of targets for 2020</b></p> <ul style="list-style-type: none"> <li>The target to prepare an anti-fraud policy document has not been met.</li> </ul>
<a href="#">205-2</a>	No specific and exclusive training on anti-corruption policies and procedures has been carried out in 2020.
<a href="#">206-1</a>	The UB has faced no legal actions for possible instances of unfair competition or violations of legislation on competitive behaviour, anti-trust and monopoly practices.
<a href="#">307-1</a>	There has been no fine or non-monetary sanction for non-compliance with environmental regulations in 2020.
<a href="#">401-2</a>	The budgetary legislation of the Government of Catalonia for 2019 rendered it impossible to make contributions to employee pension schemes or to award assistance through social action funds. Prior to this ban (started in 2012), the UB awarded these social benefits to its staff without establishing limitations or restrictions on the grounds that staff were permanent or full-time.
<a href="#">404-3</a>	<p>The assessment of job-specific training needs is conducted by area and not by job. Each year, Corporate Training contacts PAS managers to identify specific staff needs. For example, Corporate Training asks whether employees need to work with a new computer programme, whether a work system is being implemented that requires special training, whether there are new employees who need special training, or whether new duties are being taken on that require training. Based on managers' responses, Corporate Training organizes a staff training plan for the year.</p> <p>The UB does not have an assessment system that regularly reviews employees' fulfilment of their work objectives or their career development. Nor does the UB have a professional career development programme.</p>
<a href="#">406-1</a>	<p>During the academic year 2019-2020, the UB recorded <b>10</b> cases of gender discrimination and/or sexual harassment, which have been addressed through the equality committees in the UB's faculties or dealt with directly by the Equality Unit. The tool used to manage these cases is the <a href="#">protocol against sexual harassment</a>.</p> <ul style="list-style-type: none"> <li>There have been <b>5</b> cases classified as "<b>other sexist conduct</b>", which have been dealt with directly by the equality committees in the pertinent UB centres, as the protocol stipulates. The committees have implemented corrective measures and issued recommendations on conduct that needs to be avoided. The committees have also issued any pertinent warnings and, when necessary, organized specific training on gender.</li> <li>There have also been <b>5</b> cases classified as "<b>sexual harassment</b>" or "<b>harassment on the basis of gender or sexual orientation</b>", which have been dealt with directly by the Equality Unit, as the protocol stipulates. The Equality Unit has also established any pertinent measures for protection and redress. In <b>4</b> of the cases, the specific committee provided for in the protocol has been convened.</li> </ul> <p>To provide protection and support, anyone filing a complaint is offered individual attention and sometimes psychological support through <a href="#">Conexus</a>, an association that specializes in gender-based violence. The UB has an agreement with Conexus.</p>
<a href="#">413-New disclosure 1</a>	<p>In terms of available studies on the UB's economic impact, all relevant information is laid out in detail in the section <a href="#">Studies on the UB's economic impact</a>.</p> <p>No specific studies address the UB's social impact on its environment, but the present report does contain some descriptive accounts of its social impact in the section <a href="#">Commitment to Society</a>.</p> <p>Information on the UB's environmental impact is available primarily at the <a href="#">OSSMA website</a> and in the OSSMA <a href="#">report on activity</a> 2020.</p>

CODE	NOTES
<a href="#">Comb. 417-1 and 417-2</a>	<p>All regulations on the transparency of information relating to the UB's academic offering is contained in the <a href="#">Regulations on assessment and course plans</a> and in the <a href="#">Decree on Prices</a>. The regulations determine what constitutes compliance and what the corresponding sanctions for non-compliance are.</p> <p>The academic administration in UB departments use the GR@D app to input information. This approach facilitates compliance to a large extent. Accordingly, in the academic year 2019-2020, there has been no incident of non-compliance.</p> <p>In addition, the UB's internal quality assurance system (SAIQU) includes a standard on the relevance of public information, which specifies the following: "The institution must provide adequate information to all stakeholder groups regarding the characteristics of the programme and the management processes that ensure quality". All UB centres have established a SAIQU that ensures compliance with the quality standards, including a standard on the transparency of information about the studies on offer.</p>
<a href="#">417-3</a>	<p>The UB has not failed to comply with any of the regulations or voluntary codes relating to marketing communications such as advertising, promotional activity and sponsorship.</p>
<a href="#">418-1</a>	<p>In the academic year 2019-2020, the Catalan Data Protection Authority has not initiated any punitive procedures against the UB. However, there has been a sharp rise in the number of people who have requested to exercise their rights as recognized in the regulations on data protection (access, rectification, deletion, objection, restriction and portability).</p> <p>In the first term, the UB has continued with its adaptation to the provisions of EU regulations on the protection of personal data. In the second term, the UB's efforts have focused primarily on ensuring that the actions taken to keep the UB functioning during the Covid-19 pandemic abide by the fundamental right to the protection of personal data (for example, viewing and recording students while they take assessment tests, etc.). In addition, the UB has delivered 7 editions of a course to update PAS on the latest developments in the EU's General Data Protection Regulation and in Organic Law 3/2018, of 5 December, on the treatment of personal data.</p> <p><b>Fulfilment of targets for the academic year 2019-2020</b></p> <ul style="list-style-type: none"> <li>• The UB has delivered 7 editions of a course to update PAS on the latest developments in regulations for the protection of personal data (drawing a total of 140 participants).</li> <li>• The Covid-19 pandemic has forced the UB to focus resources on advisory services to ensure that any exceptional measures have complied with the regulations on data protection. This has limited the opportunity to spend time on other tasks. As a result, the UB has not been able to meet the targets to implement an online course on data protection and to prepare a manual on data protection.</li> </ul> <p><b>Objectives for the academic year 2020-2021:</b></p> <ul style="list-style-type: none"> <li>• To offer a new course on data protection regulations for PAS that will be much longer than previous courses and developed in the context of Corporate Training.</li> <li>• To prepare a manual on data protection in scientific research for PDI.</li> <li>• To update the UB's webpage on personal data protection in order to add information that is more useful to the university community.</li> </ul>
<a href="#">419-1</a>	<p>In 2020, there have been no fines or non-monetary sanctions because of non-compliance with legislation.</p>

Back to  
p. 165

# List of Sustainable Development Goals

SDG	TARGET	PAGE
	Target a	135
	Target 3	21
	Target 5	115
	Target 7	85
	Target d	21
	SDG 3 broadly	97, 100, 102
	Target 3	15
	Target 4	38(2), 48
	Target 5	15, 113, 114, 116, 134
	Target 7	46, 58, 60, 136
	Target c	38
	Target 1	15, 119
	Target 4	83, 85
	Target 6	85
	Target c	83, 85
	Target 4	157
	Target 3	157
	Target 1	161
	Target 4	148
	Target 5	79, 113, 116, 143, 161, 172, 175
	Target 8	26, 27, 45, 46, 83, 85, 88, 97, 100, 119, 172, 175

SDG	TARGET	PAGE
	Target 2	15, 21, 106, 110, 113, 114, 116(2), 119, 134, 136, 141, 145
	Target 3	15, 21, 58, 116, 134, 136, 141
	Target 4	110
	Target 1	125, 136
	Target 2	152
	Target 4	138
	Target 4	157
	Target 5	153, 157
	Target 7	148
	Target 8	151, 153
	Target 1	21, 154, 157
	Target 3	151, 152
	Target 5	26, 27, 45, 46
	Target 6	21, 26, 27, 43, 45, 46, 52, 123
	Target 7	31, 43, 45, 105, 164, 175
	Target 9	61, 63
	Target 16	49, 58, 61, 63(2), 136, 171

# List of contributions to the UB's Agenda 2030<sup>43</sup>

BRANCH OF KNOWLEDGE	TARGET	PAGE
GOVERNANCE	G1	10, 33
	G3	10
	G4	60
TEACHING AND LEARNING	D1	54
	D2	54, 60
	D3	46, 90
RESEARCH AND TECHNOLOGY AND KNOWLEDGE TRANSFER	R1	50
	R2	47, 48
	R3	54
	R4	44, 48
COMMITMENT TO SOCIETY	CS1	130
	CS2	130
	CS3	130
	CS4	54, 109, 111, 130, 140
	CS5	104, 111
	CS6	109, 111
	CS7	96
	CS8	82, 86, 96
	CS9	118
	CS10	137

43. The list only shows Agenda 2030 targets to which the UB has made some contribution in the academic year 2019-2020.

BRANCH OF KNOWLEDGE	TARGET	PAGE
COMMITMENT TO THE ENVIRONMENT	CA1	155
	CA2	153
	CA3	150
	CA4	151, 153, 155
	CA7	151
	CA8	146
	CA10	152, 155